

Behaviour and Well-Being Policy

Behaviour and Well-Being Policy: Contents

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Behaviour and Well-Being Policy

1. Introduction

1.1 Statement

This policy exists to ensure all stakeholders of Tulip Academy have a maximised awareness and understanding of how school staff work consistently and effectively to support pupils to manage their own behaviours and behaviours for learning. In addition, the policy is reflective when considering pupils' well-being and how this can have an impact on pupil behaviours, both positive and negative.

1.2 School Context: Behaviour

Tulip Academy exists to provide an educational environment that meets each pupil's needs. Tulip Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Pupils are exceptionally well supported and everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This policy guides staff to support pupils to learn ways in which they can manage their own behaviours and to be able to identify when (with support if needed) they are ready for learning. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

1.3 School Context: Well-Being

We also emphasise the importance of, and directly teach positive wellbeing across our curriculum. Our aim is to recognise and celebrate success at all levels to ensure pupils feel valued. Also, it is important for pupils to understand the reasons why, and respect school rules and routines, and to be aware of the sanctions that can be imposed if these are not adhered to. Due to the nature of our school and the broad range of additional needs, we adopt a personalised approach when supporting and managing behaviour and wellbeing to consider individual needs. We recognise our role in the local-community and it is our aim to educate and prepare our pupils in relation to positive behaviour and wellbeing outside of school. We believe that this leads to an environment in which good behaviour is the norm because pupils are engaged in positive and enriching learning experiences, enjoying rewarding relationships and have their needs met with dignity and respect.

1.4 Policy Aims

At Tulip Academy we believe positive wellbeing and positive behaviour are intrinsically linked, and therefore one cannot successfully produce positive outcomes without the other. In-order to ensure that our pupils are equipped with the skills, knowledge and experiences to maintain healthy wellbeing and positive behaviour, all Tulip Academy stakeholders follow a varied range of personalised and robust strategies, in line with national laws and guidance, as detailed throughout this policy.

We are committed to:

- developing every pupil's ability to effectively manage their own behaviour.
- ensuring the effective and consistent use of Individual Support Plans and strategies.

- continually improving the learning environment, curriculums and intended outcomes for pupils to support engagement and behaviours for learning.
- developing staff knowledge and skills in managing a range of additional needs and behaviours.

2. Consistency

2.1 The Need for Consistency

Consistency in approach is an essential component of this policy and subsequently, is critical in supporting pupils to manage their behaviours and behaviours for learning. This consistency lies within the conduct of staff, the ways in which they support pupils to manage their own behaviours and the application of this support.

In addition to the need for consistency to ensure pupils are in receipt of the same level of support and advice and all times when managing negative behaviours, a consistent approach can also ensure pupils feel treated as valued individuals, develop respect for adults and accept their authority.

2.2 Consistency in Approach

To ensure consistency in practice the following staff behaviours, procedures and approaches are adopted.

- consistent positive relationships, based on mutual respect and positive regard. This includes identify, race, religion, gender, sexuality and special needs
- consistent language, consistent response - referring to Tulip Academy's Principles and/or agreements made between staff and pupils
- simple, scripted and clear expectations, in all conversations about behaviour will be used
- consistent follow up, ensuring 'certainty' at classroom and senior leadership level. This includes a system of teachers being responsible for behaviour interventions, seeking support but never delegating
- consistent positive reinforcement; routine procedures for reinforcing, encouraging and celebrating appropriate behaviour, within the classroom and across the school
- consistent challenge; defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- consistent emotional control and respect from staff, even in the face of disrespectful pupils!
- consistently reinforced rituals and routines for behaviour around the school; in classrooms, the dinner hall, on the playground, around the school sites

2.3 Consistency amongst Staff

All school staff work collaboratively and consistently to ensure pupils are effectively supported to manage their own behaviours and behaviours for learning.

All staff...

- refer to the Tulip Academy Principles
- model positive behaviours and build relationships
- remain calm and provide appropriate time for pupils to process effectively and respond appropriately
- aim to prevent before sanctions
- follow up every time, retain ownership and engage in reflective dialogue with pupils

- will challenge negative behaviours if support is not already being provided and record incidents accurately and in a timely manner (by the end of the school day)
- show a willingness to listen and understand and adapt their approach dependant on individual pupil need and ability

All teachers...

- plan lessons which engage, challenge and meet the needs and abilities of all pupils
- meet and greet pupils at the door/as they enter the classroom at the start of each lesson
- refer to visual aids/lesson points acknowledging positive behaviours for learning and good effort
- create an attractive well organised and stimulating environment, supported by teaching assistants

All senior leaders...

- meet and greet pupils at the beginning of the day
- are a visible presence to encourage appropriate conduct
- regularly celebrate staff, leaders and pupils whose efforts go above and beyond expectations
- regularly share good practice
- provide advice, guidance and expertise in supporting pupils with more complex or entrenched negative behaviours
- use behaviour data to target and assess school wide behaviour policy and practice
- support with the use of intervention where appropriate

3. Behaviour Intervention

3.1 Rationale for Behaviour Intervention

Our systems of behaviour intervention aim to prevent behaviours impacting the normal running of the school, ultimately ensuring that good order is maintained in the school environment to facilitate outstanding teaching and learning.

As a direct result of the cohort of pupils on roll at Tulip Academy and their complex, diverse and individual needs, intervention is bespoke and tailored to maximise pupil's understanding and learning.

3.2 Aspects of Behaviour Intervention

At Tulip Academy, Behaviour Intervention can take the process of many different forms:

- differentiated work based learning activities, considering how individual pupil's learn best
- the implementation and subsequent 'delivery' of Individual Support Plans
- support provided by senior leaders
- 'change of face' and/or appropriate use of a pupil's 'favoured adult'
- effective use of incentives and rewards
- proportionate consequences, considering individual pupil ability
- the use of safe spaces and calm rooms, in and around school

3.3 Supporting Challenging Behaviours

At Tulip Academy we recognise that the majority of our pupils behave well and do not display challenging behaviours. However, a measured response, for responding to such challenges, will at times be necessary.

Adopting a positive and optimistic approach is essential in our work, and never more so when dealing with those pupils who present the most challenging behaviour.

- All staff use courteous and respectful language at all times in all dealings with pupils and colleagues
- Staff adhere to the guiding philosophy of de-escalation, through the methodology and maintaining low arousal approaches, including careful consideration of communication methods used
- Staff are familiar with the content of the individual support plans of those pupils with whom they have regular contact to ensure negative behaviours are always managed in a consistent and effective way most appropriate to individual pupil's needs and abilities
- Pupil Profile Plans (PPs) are in place for those pupils for who they are beneficial and consistently adhered to by all staff
- Pupil Profiles are reviewed by the class teacher, in liaison with parents/carers, external professionals (if appropriate) and the class team, every six months or more frequently if patterns of behaviour change
- The function of behaviours utilised by pupils displaying challenge are carefully analysed to inform interventions
- Emphasis is placed on teaching prosocial replacement behaviours
- Environmental adaptations and change (including adult behaviours) is considered
- All episodes of challenging behaviour is recorded on CPOMS and parents/carers are informed
- Senior staff monitor all CPOMS entries and support classroom staff in developing new approaches if behaviours prove resistant to change
- All staff maintain high levels of self-awareness and hand over leadership of challenging situations to colleagues if they find themselves unable to cope

The following process is adopted:

Steps	Actions
Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness (consider a change of seating, environment, staff member)
Reminder	A reminder of the expectations (related to the Tulip Academy Principles) delivered privately wherever possible. Repeat reminders if necessary. Deescalate where reasonable and possible and take the initiative to keep things at this stage.
Caution	A clear verbal caution delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.
Time Out	Give the pupil a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Reset boundaries and offer a positive choice to do so.
Internal referral	At this point the pupil will be referred internally to another room in the department/school for the remainder of the lesson. All internal referrals must be recorded on CPOMS.

Restore	<p>Following an incident of challenging behaviour a restorative conversation should take place. If the learner does not attend or the reconciliation is unsuccessful the staff member should call on support from another staff member, person in leadership or an inclusion mentor who will support the reparation process.</p> <p>The timings of such conversations need to be carefully planned as to try and hold a conversation too soon following an incident may result in escalating behaviours.</p> <p>At times, due to the challenges a learner has faced, additional reflection time may be required and a learner may spend time completing a task or activity under the guidance of the adult.</p>
External Support – Parents and carers	Depend on the severity of an incident within school a meeting between the pupil, home and school will be held. During this meeting behaviour targets will be set and where required an individual support plan formulated
External Support - Professionals	External professional contacted to offer additional support e.g Social Workers/ Early Help/ Parents & Carers

3.4 De-escalation Techniques

At Tulip Academy, de-escalation can look very different, subject to the pupil's additional and individual needs.

As a result of their complex SEND needs, a majority of our pupils require additional social support. In many cases, they are therefore less likely to cope with conflict and anxiety, resulting in a failure to anticipate the effect or consequences of their behaviour. Our staff know in what situations and under what circumstances a pupil is likely to become distressed or anxious. All our pupils need a positive, consistent response to support their behaviour choices.

Examples of de-escalation techniques include:

- praise desired behaviours
- distraction
- use of favoured activities/sensory based resources
- adult coaching and mentoring
- use of social stories
- empathising with the pupil
- use of alternative learning spaces to support regulation
- use of favoured spaces in and around school
- use of favoured staff members
- conversation most pertinent to the pupil

3.5 Consequences

At Tulip Academy, we understand the importance of ensuring that all consequences are reasonable and proportionate to the circumstances. Furthermore, we carefully consider a range of factors, including individual needs and age. Tulip Academy have a range of consequences which can be implemented as deemed appropriate. Consequences include:

- Additional support from the inclusion team
- Additional support from a member of the leadership team
- 1:1 reflection with an adult

- Minutes off breaktimes, lunchtimes or time spent after school for restorative discussions
- Reflection forms
- Internal isolation
- Fixed-term external suspension
- Permanent external suspension

4. Physical Intervention

4.1 Introduction

This section provides a framework for the use of Physical Intervention within Tulip Academy and considers information provided in (Section 550A of the Education Act 1996) as well as the DfE 'Guidance on the Use of Reasonable Force – Advice for Headteacher, Staff and Governing Bodies, (07/13)'.

4.2 Staff Training

Staff are trained to use a range of guides, escorts and restraints ranging from least intrusive to most intrusive. These provide a graded and gradual response aimed at intervening with the appropriate amount of reasonable force, proportionate to the incident/threat taking place.

Training on Physical Intervention techniques include the understanding of personal space, body language and de-escalation techniques before any Physical intervention techniques are 'taught'. The age, gender, stature and medical history of the student involved is considered prior to physical intervention taking place.

4.3 Reasonable Force

Physical Intervention used by staff must be in accordance with the idea of "Reasonable Force" and used only as a last resort once all other strategies have been exhausted. There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.

Staff in school intervene with a physical approach:

- when it is necessary given the level of risk posed to pupils and/or staff to remove disruptive pupils from the classroom, where they have refused to follow instructions to do so
- to prevent a pupil behaving in a way that disrupts a school event, school trip or visit, with a risk of harm
- to prevent a pupil leaving a classroom/alternative space in school, where allowing the pupil to leave would risk their safety or the safety of others
- to prevent a pupil from attacking a member of staff or another pupil, or to stop physical altercation between pupils
- to restrain a pupil at risk or harming themselves through physical outbursts.

At Tulip Academy, we do not use physical intervention/reasonable force as a punishment. All staff are fully aware that it is always unlawful to use force as a punishment.

4.4 The use of Physical Intervention

Physical interventions can be placed in two broad categories:

- **Emergency Interventions:** Emergency interventions will involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response (for example a child running on to a road).
- **Planned Interventions:** Planned interventions involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section as an agreed response to an identified behaviour.

The possible requirement for physical force is documented in pupil's Individual Support Plans and is reviewed termly. Individual Support Plans list the accepted strategies to be used as well as strategies that may be used beforehand and outlined under the heading of Physical Intervention, which is subsequent to de-escalation, guides and escorts. A risk assessment will also be completed identifying the risks involved in the procedure as well as the risks involved if a planned Physical Intervention is not used.

4.5 Reporting and Monitoring

The school has robust and safe protocols for reporting incidents and these are monitored by the senior leadership team regularly.

Reporting and monitoring is of paramount importance because:

- it maintains a level of protection for pupils and staff
- it keeps a record of number of incidents so patterns can be tracked and monitored.

4.6 Post Physical Intervention Procedures

As soon as is reasonably possible after an incident staff fill out an Physical Intervention form on SchoolPod, by the end of the same school day at the latest. When both the staff member and pupil involved are ready then a de – brief takes place between them, if this is appropriate to the pupil's individual needs and abilities. This includes (if appropriate) a discussion about strategies that the pupil could use in the future.

Parents/carers are also contacted on the same day and provided with details of the physical intervention which has taken place.

A senior leader, following a de-brief meeting with all staff involved finalises the report filed on SchoolPod.

5. Suspension and Exclusion

5.1 Fixed Term Suspensions

Fixed term suspensions are not a normal part of the behaviour management process at Tulip Academy and would only be used in either of the following circumstances:

- Where it is felt that a pupil would be able to understand the consequence of a suspension from school and learn from this, making an effort to adapt their behaviours moving forward
- Where it is felt that the school organisation requires time to recover from a serious incident and make internal adjustments to ensure the safety of all members of the school community

5.2 Suspensions

Suspensions are considered for extreme examples of the following behaviours:

- Physical assault against a pupil
- Physical assault against adult/staff
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against adult/staff
- Bullying
- Racist Abuse
- Sexual Misconduct
- Severe damage
- Theft
- Persistent disruptive behaviour
- An offensive weapon e.g. knife
- An object used offensively e.g. stabbing with a compass
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Only the Head Teacher is able to take this decision and in all cases discussions with parents, staff, and colleagues within the academy trust and local authority will take place and, in the case of a possible permanent exclusion, discussions with Local Governing Body.

6. Searching, Screening and Confiscation

6.1 Searching and Screening

Keeping children safe in education makes clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure that our pupil and staff welfare is protected and helps us establish an environment where everyone is and feels safe. The government document – ‘Searching, Screening and Confiscation’ - July 2022 will be used as guidance to structure our schools’ screening, searching and confiscation procedures.

Before screening or conducting a search of a pupil, we will consider our obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; but we will always ensure that any searching or screening must always be assessed as being justified and proportionate. We will always exercise our searching powers in a lawful way.

We believe that searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

In our school, only the Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they **have reasonable grounds** to suspect that the pupil may have a prohibited item (listed in paragraph 31 of the government guidance Searching, Screening and Confiscation July 2022) or any other item that our school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).

An article specified in regulations:

- tobacco and cigarette papers;
- fireworks;

and • pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

6.2 Confiscation

School staff can seize any prohibited item found as a result of the search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Staff at Tulip Academy will confiscate any item that may cause disruption or compromise safety throughout the school day. Items that have been confiscated will be kept in a safe that is situated in the school office.

Some items will be disposed of immediately due to health and safety, such items as chewing gum and partially eaten food etc. Any items of personal or monetary value may be returned to the pupil at the end of the school day. This will depend on the nature of the item and circumstances surrounding the incident.

A telephone call will be made home to notify parents/carers that their child has had an item taken off them and a request will be made to deter them from bringing such items into school.

In the event of a pupil not handing over a contentious item to staff appropriate action will be taken. Pupils will be notified of consequences that the school will administer. Staff will use a range of strategies to ensure the items are safely removed from the pupil. In some cases, this may lead to a physical intervention by staff in order to retrieve items that need to be held.

If a pupil is believed to have an item on their possession such as an illegal drug substance or a stolen item, then this will be referred to a member of the senior leadership team who will in turn decide if the incident should be dealt with by the police.

7. Supporting Positive Behaviour and Well-Being

7.1 Learning Culture

- Teachers are always well prepared for lessons which are planned thoroughly, attractively resourced and pitched at an appropriate level to meet the needs of the pupils in the class
- Lessons involve an appropriate balance of whole class teaching, active learning and child-initiated learning to promote engagement with learning activities
- Pupils receive immediate and specific feedback in relation to effort and achievement
- Pupils are explicitly taught pro-social skills such as sharing, waiting their turn, respecting the choices of others and requesting politely
- Staff are aware of the sensory needs of individual students and adapt the learning environment to meet these as far as is reasonably possible
- Where necessary pupils are sensitively supported to tolerate new or challenging sensory experiences through preparation (e.g. social stories) or adaptations (e.g. ear defenders)
- All staff make use of class-specific rewards and school wide reward systems

7.2 The Use of Touch

Touch can be a necessary and powerful tool in supporting the wellbeing and learning of children with additional needs. Touch from a member of staff should always be delivered in response to a perceived need from a child or young person and never initiated by the adult. Some circumstances in which touch may be appropriate include:

- Co-active work – to encourage initial experiences of materials
- Support and positioning
- Responding to physical greetings (according to age appropriate norms)
- Supporting feeding and drinking
- Massage and other physical therapies
- Support in the hydrotherapy pool
- Using play equipment in the playground
- Holding hands or using wrist straps to maintain safety on outdoor walks
- Assisting with physical positioning in PE
- Games of chase and catch
- Supporting intimate care and personal hygiene tasks
- Comforting pupils or helping them to feel secure
- First aid and administration of medication
- Physical comfort on occasions where a pupil indicates they would like this, or on occasions when a pupil is showing significant signs of upset and/or distress and staff know that touch will help comfort the pupil

7.3 Supporting Well-Being

Tulip Academy offers a wide and varied personalised wellbeing curriculum and this is embedded within the day to day life and ethos of the school day and the taught curriculum. The structure and breath of the school's curriculum supports behaviour expectations and protocols and pupils are encouraged to reflect on their behaviour and impact on themselves and others, allowing them to start to reason about consequences and make good choices.

A strong and sequential PSHE and RSHE curriculum allows all pupils to explore developmentally appropriate issues across the school, giving them the skills to be able to structure questions and support their feelings and mental health. This also teaches from the earliest years about respect and consent at a developmentally appropriate level. Pupils learn about the protected characteristics and understand school focus on celebrating inclusion and diversity.

Where appropriate, well-being is also supported by discrete and targeted intervention. This intervention includes:

- increased access to shared spaces and learning environments in school; multi-sensory room, light room, soft play area, hydrotherapy pool, etc.
- art therapy (private therapist, funded by the school)
- play therapy (private therapist, funded by the school)
- developmental therapies (NHS Physiotherapy, Occupational Therapy and Speech and Language Therapy)

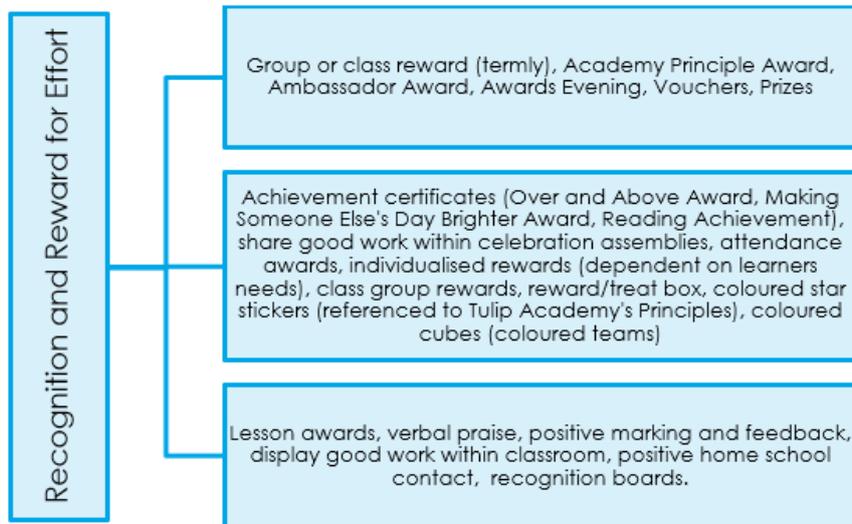
7.4 Principles for Positive Progress

We have Five Key Principles for Positive Progress and Behaviour in school. Please see overleaf for a breakdown of these.

	Pride	I take pride in myself and my work.	 pride	I am happy for adults to help me stay smart. I try my best in lessons.
	Protect	I look after, appreciate and care for my school.	 protect	I help adults look after my school.
	Pleasant	I look after others and make everyone else's day brighter.	 pleasant	I try to be kind to others.
	Persevere	I always try my hardest and do my best.	 persevere	I try hard to learn more
	Proactive	If I have a problem I ask for help.	 proactive	I communicate my needs and wants.

7.5 Recognition for Reward and Effort

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.



8. Conclusion

A whole school behaviour policy can only succeed with the enthusiastic involvement of all staff. Our policy is constantly kept under review by the senior team, the Governing Body and discussed with all staff in training sessions. The policy's aims and desired practice are communicated to pupils on a daily basis and made available to parents via the website. As such it represents a consensus on the major issues concerned, which will continue to be debated and discussed in the future.

It is essential that this behaviour policy should be actively promoted by all staff as an integral part of the curriculum. It is the cornerstone of the school's ethos and underpins all other school policies.

This policy should be read in conjunction with the following policies:

1. Anti-Bullying Policy
2. Acceptable Use of ICT/Internet and E Safety Policy
3. Drug related Incident Policy
4. Anti-Racist Policy
5. Safeguarding Policy
6. Race, Disability, Gender and Equality Policy
7. Team Teach/Positive Handling Policy
8. Health and Safety Policy

Appendix 1 – Lesson Point Indicator

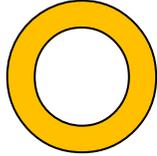
5	You are following the Tulip Academy Principles and are making excellent choices within the lesson. You are a role model to other pupils and consistently go above and beyond expectations. You lead by example and always encourage others. You are resilient and do not give up when something gets hard.
4	You are following the Tulip Academy Principles and are making good choices within the lesson. You are resilient and do not give up when something gets hard. You work hard and try new things and ask for support when needed.
3	You are following the Tulip Academy Principles with little prompting or reminders and have made some good choices within the lesson.
2	You needed prompting and reminders to follow the Tulip Academy Principles to make good choices within the lesson. Remember to listen to the advice and support from adults so your next lesson is more positive.
1	You were unable to follow the Tulip Academy Principles and needed somewhere else for reflection. This has affected your learning in the lesson

Appendix 2 – Restore questions

When using restorative questions with pupils use no more than five off of the list below. Please note during the restore stage of the process five questions may be too many, so select the most in important questions to discuss at that time and refer back to others at a later stage.

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put it right?
- How can we do thing differently in the future?

Appendix 3 – SOCCSS approach

					
Situation	Options	Consequence	Choice	Strategy	Simulation

Explore all possible options and their likely consequence

<u>Situation</u>	<u>Option</u>	<u>Consequence</u>	<u>Choice</u>	<u>Strategy</u>	<u>Simulation</u>
Help the young person identify the situation which he or she finds challenging.	Explore the options for responding to the situation, asking questions such as: How did you react to the situation? What else could you have done? <i>(If possible make a note of alternative responses)</i>	What would the likely consequences be for the options identified?	Review the various Options and Consequences scenarios in order to identify the best choice.	Agree a plan of action.	Agree the best way for the young person to practice the new strategy.

Appendix Four – Damage to school premises and property or theft of school property.

Should instances of deliberate damage or theft occur, bills for the full cost of replacement or repair will be obtained and forwarded to the parents or carers of those students responsible. Dependent on the circumstance it is also likely that students will be faced with some level of suspension or initiative, focused on contributing positively to the school grounds and/or environment. It is expected, where possible, that arrangements for payment will be discussed and agreed as part of a post-incident conversation between school and home. In cases where a child has been suspended these arrangements will be finalised prior to the student's return to school.