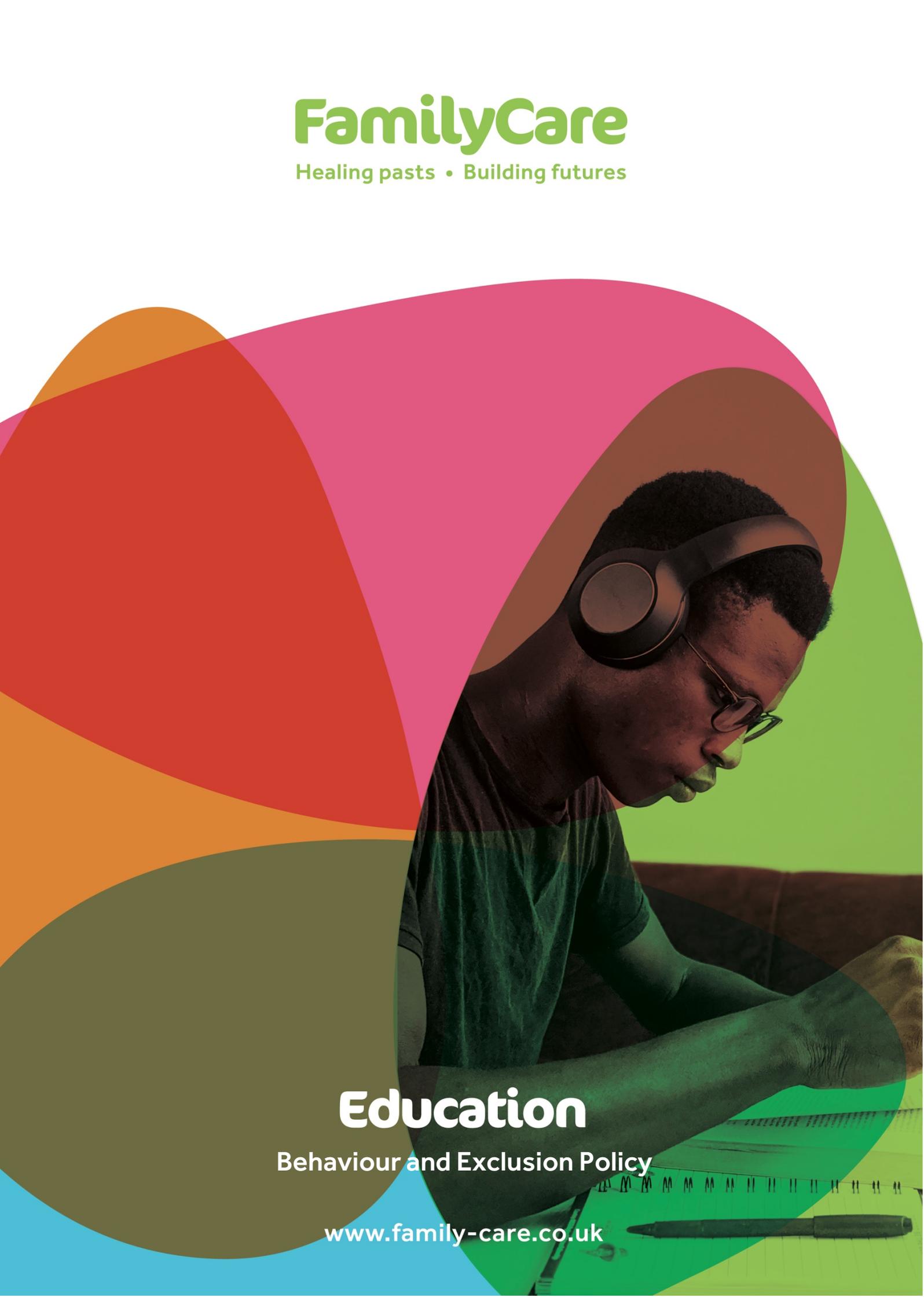


FamilyCare

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Education

Behaviour and Exclusion Policy

www.family-care.co.uk

Behaviour and Exclusion Policy

Implemented/Reviewed: July 2020

Date of Next Review: July 2021



Introduction

At Access School, we aim for the development of the whole child encompassing all learning, including skill acquisition, building relationships with others, developing knowledge and making progress through a variety of activities. These learning activities can be in the more formal setting of a classroom but should also be promoted in more informal settings out of the classroom. Learning to socialise, co-operate, negotiate and collaborate are key skills that young people will need to adopt to become good citizens and take their place in society as young adults. Young people should be given the opportunities to promote their understanding of these issues and the teaching and care staff have a significant responsibility in this.

At Access School, we endeavour to provide opportunities for young person's growth and development in the above areas, both in and out of the classroom. Personal, social, health & economic education alongside citizenship curriculum materials are used to empower young people and develop a local and global sense of identity and responsibility. It is important that the rules in Access School are adhered to and that young people are encouraged to discuss any problems they may have with a teacher or another appropriate adult. However, we recognise that sometimes young people do not act within the rules or expectations and on these occasions, staff must respond in a consistent, clear and purposeful way, to ensure that the school environment remains a safe and welcoming place for both staff and young people alike.

- Access School will promote good behaviour within the school, and we will encourage the pupils to take responsibility for their own behaviour and actions
- Access School will promote independence for all pupils

The scope of unacceptable behaviour

It is accepted that many of our young people bring with them a range of behavioural issues connected with education. When assessing what behaviour is acceptable and what is not, reference should be made to a young person's history and observations within the classroom and home. Care should be taken when assessing behaviour not to ostracise the young person, nor alienate others. There is a danger of creating a situation where a behaviour is acceptable for one young person but not another and therefore promote the behaviour in some circumstances. This is clearly unacceptable. It would be viable, for example, not to constantly rebuke a young person who persistently swears as a part of normal speech (where that behaviour is entrenched and part of normal home-life, and the care plan has due regard for this in the intervention targets), but to challenge isolated offensive swearing in the same or another young person.

Unacceptable young person behaviour requiring intervention could include:

- Rudeness to staff
- Aggression
- Damage to property
- Unacceptable behaviour towards staff or other young people including spitting, physical threats or intimidation
- Rude or abusive language
- Non-compliance with staff instruction
- Behaviour likely to disturb the learning of others
- Behaviour likely to cause harm to others
- Behaviour likely to cause or actually causing damage to property or equipment
- Behaviour likely to put or actually putting themselves or others at risk.



Staff intervention by verbal encouragement and/or directive statements, which focus on the expected way to behave, should be the first stage of approach to a young person where their behaviour falls below the standards expected. Staff should make it clear that such behaviour is unacceptable and will not be tolerated and allow opportunities for young people to apologise for their behaviour and to be re-integrated into lessons.

Empowering young people and helping them to develop a respect for their peers and the environment is one of our main aims and all staff should promote this as much as possible whilst demonstrating the characteristics of a positive role model, through highlighting and addressing the behaviour as the problem, rather than being critical of the person involved.

Whilst young people are encouraged to play an active part in the life of the school and opportunities are taken to empower them, there are occasions when the expectations must be enforced. A consistent response from all staff is required so that young people understand the set boundaries and the consequences of their actions. By setting clear and concise expectations, young people know what to expect and are encouraged to reflect on their actions and further develop their self-discipline. At times where these expectations are broken, staff will discuss the specific behaviour that was unacceptable with the young person and consider the severity and frequency of its occurrence before making an informed decision on action to take. Care staff should be involved in this discussion and should seek to clarify whether any background issues relevant to the young person may have triggered their behaviour.

Persistent breaches of expectations

Where a young person continues to breach the behavioural expectations of the school despite initial staff intervention, further action should be initiated. This stage of proceedings should involve the head teacher, who should investigate the incident(s) before any further action is taken. It is hoped that the head teacher's intervention can bring about a change in the unacceptable behaviour of the young person. Once all the facts have been clarified, there may be a need to take further action, depending on the response of the young person. If the young person responds in a positive way to the meeting with the head teacher, no further action in reprimanding the young person will be required, although good practice should ensue and the head teacher will discuss the events with the teaching staff and the care staff in order to plan strategies to further support the young person. Where the young person does not respond in such a way, but continues to stretch the boundaries, then the head teacher will immediately inform the young person's Registered Manager, parent or carer and seek an urgent meeting with them. This should occur within 3 working days. When meeting the Registered Manager, parent or carer, the head teacher will express the concerns (s)he and the teaching staff have over the continued poor behaviour of the young person and the next stage of action should be initiated.

Persistent breaches of expectations should result in modification of the young person's individual education plan (where appropriate) and the intervention targets within the young person's care plan (where appropriate). All staff will then be able to work in a consistent manner with the young person on the behaviour(s) that have been highlighted.



Serious 'offences' and Exclusions

If a serious offence (such as violence, aggression, or a criminal offence in school) occurs, a young person can be externally excluded as a last resort for a fixed period of time. This may entail organising home tuition for a period of time, until we feel that the young person is ready to return to the school environment. The option of exclusion should only be taken in exceptional circumstance. Should this exclusion option be taken, the head teacher will discuss the reasons for the exclusion and make clear the proposed plan to return them to school. Consultation with a young person's Registered Manager, parent or carer must be undertaken to establish any reasons outside school which may have adversely affected the behaviour of the young person and to establish whether alternative action should be taken to support the young person. The following are examples where exclusion may be used, but the decision must take account of the context and any earlier decisions on exclusion:

- Violence or intimidation towards staff and/or other young people including bullying
- Serious vandalism
- Sexual or racial harassment
- Possession of, abusing or supplying drugs, alcohol or solvents
- Stealing
- Carrying offensive weapons
- Behaviour causing damage to property or equipment
- Behaviour putting themselves or others at risk.

A decision should not be made until the head teacher or designate is in possession of all the relevant information and the young person's involvement in the incident(s) is clearly established. The exception to this being where there is an immediate safety risk to the young person, others young people or staff.

It may be appropriate to organise a temporary part-time timetable for the pupil to aid in their reintroduction. This will be agreed with the placing LA.

Physical Intervention

There are times when the use of Physical Intervention is required for safety and safeguarding reasons.

Physical intervention is only used as a last resort when de-escalation is not effective or is not an option. When working with young people with emotional and social difficulties it can be likely that they have not developed the ability to self regulate or use strategies that do not involve aggression.

Physical intervention will be used when:

- There is a risk of injury to the young person
- There is a risk of injury to staff
- A young person is putting themselves at significant risk of harm
- Extreme damage



Minimising the need to use reasonable force

- Staff should take steps in advance to avoid the need for physical restraint, e.g. through dialogue and diversion, allowing space, talking, listening and humouring, cajoling and reasoning, diversion and distraction, and the pupil should be warned orally that physical restraint will be used unless he/she desists.
- Only the MINIMUM REASONABLE FORCE NECESSARY to prevent physical injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants and witnesses.
- As soon as it is safe, restraint should be gradually relaxed to allow the pupil to regain self-control. Restraint should take place calmly but firmly.
- Restraint should be an act of care and control, not punishment.
- Physical restraint should not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.
- Social, Emotional Aspects of Learning approaches to teach pupils how to manage conflict and strong feelings will be used throughout the school as part of the school's Personal, Social and Health Education teaching.
- Where a pupil may require restraint that pupil should already have a plan in place notifying staff that restraint procedures may be necessary. Parents/carers will have been involved in the creation of this plan.

Access School uses Team Teach and Advanced Team Teach as the model for Physical Intervention and all staff are trained in Team Teach.

All physical intervention is proportionate with the well-being of the young person at the centre of any intervention.

Return to school

Prior to a young person returning to school following a fixed term exclusion, the head teacher and Registered Manager, parent or carer should consider changes to the risk assessment to highlight any necessary changes to the supervision of the young person in school. This may involve isolation, changes to the timetable to keep the young person away from another young person, or an increase in staffing whilst the young person is at school.

Reporting of serious events

It is important that records of any serious incidents resulting in a fixed term exclusion are recorded on Behaviour Watch.

A letter will also be written by school to the young person's Registered Manager, parent or carer detailing the reasons for the exclusion (and evidence where appropriate/allowed with confidentiality and legal bounds), the response required from the young person (if any), a timeframe for re-inclusion and any stipulations attached to the return to education.

Restorative Justice at Access School

Access School is a restorative school which takes a restorative approach to resolving conflict and preventing harm where possible.



Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Becoming a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement. It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour and disputes between pupils, their families, and members of staff.

Sanctioning

Where appropriate, sanctions can be imposed on a young person following inappropriate behaviour. It is not possible to provide a list of suitable sanctions as it is imperative that any sanction imposed must be appropriate to the behaviour. In all cases, sanctions must be:

- recorded
- discussed with the young person's care team
- appropriate to the reason for applying the sanction
- not unnecessarily severe
- understood by the young person.

If any of these provisos cannot be fulfilled, the sanction cannot be imposed.

Retention of rights

In addition to the above action, all staff and young people retain the right, without prejudice, to notify the police authorities following incidents of assault, theft or vandalism to their personal property by another person in accordance with their human rights as supported by the appropriate Family Care Associates policy on Reporting to the police.

References to Legislation and Quality Standards

Regulation XXX

Standard XXX