



## **Bramfield House School**

### **OFG 'Behaviour Policy'**

#### **Person Focussed Emotion and Behaviour Regulation Policy**

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#### **Introduction**

The Department of Education – state that ‘schools need to ensure they have strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions’ (DfE, 2016 – Behaviour and Discipline in Schools).

Behaviour policies are typically informed by Behaviourist approaches, however they are not successful with all individuals. This is especially true for children whom have additional needs, which may result from early childhood trauma and/or neurodevelopmental conditions. Behaviourist approaches can serve to re-traumatise children and do not support them in learning skills they may not have.

This policy is to be read in conjunction with the other policies in use in school.

#### **Purpose of this policy**

This policy guidance aims to promote a move away from traditional behaviour management approaches, towards a whole child approach focussed on relationships, which is inclusive for all and can benefit the whole school community. It aims to develop a more consistent, OFG wide approach focusses on the individual strengths and needs of young people. It also acknowledges the responsibility of looking after the well-being of all within the school community, including teaching staff, who are under immense pressure in their roles. Supporting young people with additional needs is not an easy task and well-being is at the forefront of OFG. For example, we offer regular Reflective Practice Groups which provide a safe space for staff to explore their thoughts and feelings around the work they do.

This guidance acknowledges that schools have different identities and approaches, which are unique to them, and that we have a commitment across OFG to meeting children’s individual needs which is informed by our Clinical-Well-Being Strategies, which are informed by the most current and up to date research. Our settings work with a variety of young people and as such we have a Trauma

Informed Practice Strategy and an Autism/Neurodiverse Strategy to support services to meet the complex needs of young people.

### **Our Philosophy within OFG**

- ❖ Young people are all individual and unique and we recognise this. It is not about everyone getting the same (equality), but about everyone getting what will benefit them the most (equity).
- ❖ We value developing strong and respectful relationships within the whole school community. This includes with young people, between staff, with parents/carers, and the wider community such as CAMHS.
- ❖ We maintain clear boundaries and expectations to create safe and predictable environments and taking a non-judgemental and curious approach to need, with genuine empathy. This is underpinned by specific models within our clinical strategies, such as the use of PACE, the PERMA model.
- ❖ We include consultation to young people on developing boundaries and expectations to ensure an inclusive therapeutic approach.
- ❖ Behaviour is a form of communication and as such we respond accordingly to the communication need. We recognise children can be distressed, which can be a challenge for others to manage. We also recognise that some behaviour can be a part of typical development, for example, developing independence.
- ❖ Our philosophy is not based on punishment and we celebrate the individuality of each child. Our young people are managing the best way that they know how, with the skills they currently have.
- ❖ There are times when children may become so distressed that additional measures may be required to keep them and others safe. We accept that this is a possibility and our staff are trained to respond appropriately.
- ❖ Working with young people with additional needs can be impactful on those supporting them and we recognise that the well-being of our staff may be reflected in the emotional and behavioural regulation of the children we support. There are a number of colleague well-being measures within OFG, such as reflective practice groups and continual engagement with Clinical Well-Being Teams. There is also the Employee Assistance Programme available to support.
- ❖ It is our job as colleagues within our school community to take the lead and be role models in helping children learn more skilful ways to successfully and happily live their lives.

### **Creating and maintaining high standards of well-being to support positive behaviour**

**Clinical and Well-Being Approaches** – The overarching well-being approach embeds a culture of positive wellbeing for all through Outcomes First Group and our wider community by delivering care,

education and clinical provisions that meet a young person's needs informed by current wellbeing research theory and evidence. To meet the individualised needs of young people, we are informed by our Trauma Informed Strategy and our Autism Strategy developed at OFG. The Clinical Well-Being Teams are multi-disciplined, and typically contain Psychology/Psychotherapy, Speech and Language Therapy and Occupational Therapy. They provide training, consultations, individual therapy and facilitate reflective practice.

**Focus on relationships** – This policy highlights the importance of positive and meaningful relationships throughout the whole school community. Empathy, trust and consistency are all important in building relationships. For various reasons, children can test and challenge relationships, therefore adults responsible for them require the ability to sensitively and confidently manage the adult-child relationship. There is an expectation that we are kind to one another and help to lead and drive high standards of culture across OFG to benefit young people.

**Individual needs** – We celebrate difference and make reasonable adjustments to enable children to access learning and engaging to the best of their ability. This approach is informed by formal assessments (e.g. Educational/Clinical Psychologist), EHCP's, Clinical-Wellbeing Assessments and Plans and getting to know our young people – their likes, dislikes, and how to help them reach their potential.

#### **Supporting a Positive and Structured Therapeutic Environment:**

- **Clear Expectations and Boundaries to create a positive environment** – It is important for the whole school community have a meaningful contribution to setting expectations, and importantly for children to have a forum to be involved, such as school council meetings.
- **Helping children to manage their emotions more skilfully** – we recognise that children may not yet have the skills to follow expectations and to manage emotionally and behaviourally. We help children learn skills to manage their emotions and behaviour through the use of models such as the Zones of Regulation, which supports a shared language approach within the whole school community.
- **Rewards and Recognition** – We recognise and celebrate effort not just achievement. We also support and want to positively reinforce active engagement in learning and kindness to one another. Teams might use reinforcements such as general praise, 'pupil of the Week', table of the week, points, days out, unexpected rewards, choice time, certificates, assemblies, trips, Sharing of achievements will be shared with the wider community, such as parents/carers. Rewards will also not be taken away from a young person once they have been earned for the intention of providing a sanction. The use of food and treats as rewards will not be relied upon.
- **What we don't support** – this list is inclusive of, but not exhaustive – at OFG we do not support talking about children in front of them or others, shouting at one another, swearing, and disrespectful language. This does not support the positive culture we aim to create and does not provide a positive role modelling experience to young people and/or the staff team as a whole.

#### **Prescribed Medication:**

A number of young people within our settings may take prescribed medication to support their needs. We will support and monitor the impact of this medication on need. Attendance at school is not dependent on a child taking their medication. We will endeavour to work in collaboration with

the prescribing professional and those supporting the young person to ensure their needs are well supported, in line with our legal responsibilities. We will also support young people in their informed consent around medication.

### **Responding to Distress and Need**

There are times when children become distressed and may require other sources of support at this time.

**Natural and Logical Consequences** – children require boundaries and fair and predictable consequences that are understandable to them, linked to the event and will support their learning for the future. Natural Consequences occur without the intervention of an adult. Logical consequences are adult led and are linked to the event. For children to access certain activities and situations that might expose them or others to potential risk, for example a trip to the wider community, an appropriate risk assessment is completed to ensure the safety of the young person and others that is time and situation sensitive. If this is judged to be unsafe for the young person to access, a plan will be put in place to help the child increase their skills to be able to manage the wider community at another time or in their future, e.g. local shop, school trip. Natural and Logical Consequences will be communicated to the young person in an empathic and collaborative way, never in a punitive way.

To recap-

- The consequence must be **related** to the behaviour, otherwise it is unlikely to have any effect.
- The 3 R's of logical consequences (Nelson, 1985) highlight that consequences should be:
  - **Related to the behaviour.**
  - For example, a young person has been using their mobile phone in an unsafe way, and it should have been handed in, therefore the phone is removed to keep them safe.
  - **Not related:** you stop them attending Bramfield Boy.
  - **Respectful-** towards the young person, not shameful or blaming. You have this discussion with them in private and **connect** with the young person first before correcting with a natural or logical consequence, demonstrating that you are being curious and accepting of the underlying need, for example their need to make friends and feel accepted and empathise with this.
  - **Reasonable-** both in the view of the young person and adult. The young person is supported to learn about the potential impact of their unsafe mobile phone use, how they can use it and make friends in a safer way and work with you to develop a plan to earn it back. The plan should clearly outline what is expected of the young person and should be adhered to.

### **Rewards policy**

The achievement of points sets an expectation and a cognitive understanding that encourages students to 'work towards' something of benefit to them, thus promoting positive behaviours and reinforcing this through praise and recognition. This approach also promotes motivation, determination, enthusiasm and improved confidence. Resilience is established through improved self-esteem and students having the confidence to take controlled risks.

We believe that it is important to encourage good behaviour throughout the school by celebrating and rewarding positive behaviour. This will include the use of incentives to praise young people for

positive actions, stimulating a voluntary and progressive improvement in their behaviour and increasing their motivation towards the achievement of social and emotional development.

The upper school (key stage 4) has a person-centred points system in place to support the young people to achieve inside the classroom and socially across the school day. We believe that awarding points and recognising positive interactions and social experiences supports with a positive community and culture.

Our 'Bramfield boy ethos' links directly to our points system where our young people gain points (1 for each value achieved within the lesson) linked directly to assessment for learning. They are the following:

**Ready** – Understanding key vocabulary related to each lesson – Talk, understand and use key vocabulary.

**Team** - Engagement- Asking and answering questions (Joining in)

**Adventure** - Achieving success criteria and talking about your learning

**Spark** – Presentation- work is well presented with next steps completed

**Grit**- Extending your learning – Have you retained and mastered?

Our young people can also achieve points directly linked to the values below: These are monitored on sleuth and staff members can add these on at any point throughout the day.

Skip to Next	Accepted failure	Accepted responsibility	Actively sought new challenge	Actively sought new experience	Attempted new activity	Attempted new challenge	Did not show fight / flight response	Displayed British Values
Displayed compassion	Displayed coping strategies	Displayed determination	Displayed empathy	Displayed generosity	Displayed good moral values	Displayed persistence	Displayed tolerance	Encouraged others to make right choice
Engaged for whole lesson	Engaged in Charity activity	Engaged in community project	Engaged in reparation activity	Helped others	Improved communication skills	Improved Motivation	Improved self-awareness	Improved self-esteem
Lesson Objective Achieved	Listened well	Managed difficult situation	Positive behaviour in wider community	Positive contribution	Praised a peer	Read non-verbal cues	read social cues	Reflected with staff support
Requested additional work	Resisted peer pressure	Responded positively to criticism	Self-reflected	Shared with a peer	Showed respect	Showed self-control	Spoke in front of class	Team player
Took turns in conversation	Tried something out of comfort zone	Understood right from wrong	Wanted to succeed	Worked well in a large group	Worked well in a small group	Worked without incentive/reward	Completed additional work	+ve Reinforcer
Weekly Target								

Our young people can redeem points at any stage and 'cash them in' to receive an incentive / option of their choice. The system is person centred and the young person can work towards a prize that they would like (amazon voucher as an example). The points system is also a positive way of the young person getting used to saving, as points can be saved and redeemed for a higher prize. This is a positive rewards system where the following can be achieved:

- 1 point for each of the learning objectives achieved within the lesson. (Ready, Team, Adventure, Spark and Grit)
- Total of 5 points per lesson (1 point for each objective achieved)
- Additional points for social periods
- More points can be achieved by targets set by staff and / or on double / treble point's days.

In the lower and middle school Class DOJO is used where points are rewarded for educational and social progress linked 'Bramfield boy'. Grit, spark, team, ready and adventure. Person centred targets are also added and rewarded. Each young person's parents / carers have access to class DOJO as this

enables us as a school to interact with home and showcase what the individual is doing at school. Class DOJO has supported our young people and their families to engage in positive conversations and has allowed parents / carers to make a positive contribution to the individual's day.

In parallel with the upper school points system, each young person can choose when to redeem the points that they have gained. The longer that the points are saved the bigger the prize. The system supports us to educate the young people about saving also.

Lower school classes use DOJO prize boxes as we recognise that positive outcomes deserve to be recognised and the use of smaller instant prizes support with this.

During mealtimes we recognise the importance of educating our young people on good manners and interactions so have enhanced our rewards by offering a table of the week. The tables will be monitored by Learning Mentors and the best table for the week will be rewarded with additional drinks and treats (waiter or waitress service) for a Friday Lunchtime due to a positive week. This will be based on positive interactions, a tidy table and good manners.

Choice time is offered across the school to our young people, and this is to support our young people with positive social experiences and interactions. Choice time takes place on a Thursday afternoon for the lower school and a Friday morning for the upper and Middle school. There is an option for a reward trip for the young people who have had a positive week (red cards will be monitored and incidents). The staff decide on the young people who should access this by looking at points and recognising hard work and effort throughout the week. Reflective conversations and sessions support the young people who have received 4 red cards or whom have lessons to catch up work in.

### **Student support**

We aim to support all our young people to ensure that every child succeeds during their time with us. Where it becomes clear that a pupil is having on-going difficulties in managing their behaviour, staff need to adopt some key points to support the student at this time. Young people need clear boundaries and to know what is expected of them.

We ask our members of staff to use the STOPP technique when faced with complex and difficult situations in order to support with a positive process and response, this is also how we work alongside our young people encouraging this process to support them with decision making.

- Stage 1 – Stop and step back.
- Stage 2 – Take a breath.
- Stage 3 – Observe
- Stage 4 – Put back/ perspective (what is the most effective thing to do?)
- Stage 5 – Proceed and practice.



Our fair play scheme enables staff to use a clear tiered approach to explaining, supporting and managing behavioural issues. The scheme is a basic expectation of what we expect from our young people (respect). Whilst using the fair play scheme we require our staff to use a trauma informed approach when working with our young people.

For our young people the four stages are broken down below. Each stage is linked with a response from staff at each stage. When using the fair play system staff members will make reference to the scheme and give verbal and visual prompts. This will enable us to communicate with our young people visually and verbally.

Sleuth is used to track and monitor the fair play scheme by the Learning Mentors and the Assistant Headteacher. This gives them oversight of which young people need support and encouragement. (See Appendix 1 and 2)

### Stage 1 - VERBAL INSTRUCTION

☑ Point out the display or verbalise – reference Fair Play System.



- ☑ calmly point out or verbalise the desired behaviour
- ☑ Allow time and give time for the young person to respond to your request
- ☑ Maintain a calm empathetic tone
- ☑ Provide alternatives
- ☑ Name the behaviour in a non-threatening way
- ☑ Use a side on stance



### Stage 2- DIRECT INSTRUCTION

- ☑ Use name of young person
- ☑ Explain what they are continuing to do.
- ☑ Direct them to what they have to do.
- ☑ Explain that this is now a yellow,
- ☑ staff member gives options; 5 minutes, change of seat, walk, fiddly toy, further support
- ☑ Encourage positive choices.



**Stage 3- RED** (Young person to take time outside the classroom)

☒ Take the young person outside to re-focus

☒ Go for a walk with a member of staff

## **RE CONNECT**

### **Stage 4 – RETURN REPAIR RESTORE**

#### **Go back in the classroom**

Below is how we require staff to support and model the language at each stage, whilst supporting our young people to connect, co-communicate and co-reflect. The way the language is communicated to our young people is key as it gives them choice throughout each stage but allows support from staff to inform the choices that they make.

#### **Stage 1 - VERBAL INSTRUCTION**

Connect, Co- communicate / regulate , Co-reflect

“I can see that..... (You’re struggling to listen to others)”

“I wonder if..... (You’re finding the subject difficult to talk about)”

“I have noticed that..... (You’re talking over the top of other boys)”

“Would you like help with... (Getting your point across)”

#### **Stage 2- DIRECT INSTRUCTION**

Connect, Co- communicate / regulate, Co-reflect

“You are continuing to (tap on the desk and annoy your partner)”

“I would like you to (Stop doing that because it’s distracting for other classmates)”

“Please can you (put you pen down and look at the teacher)”

“This is the second time I have spoken to you about...”

#### **Stage 3- RED (Young person to take time outside the classroom)**

Connect, Co- communicate / regulate, Co-reflect

“You have been given an opportunity but you have failed to stop..... (Shouting out)”

“I think we need 5 minutes out to work out how to move forward”

“Can we go an reflect on what’s going for you”

## **RE CONNECT**

### **Stage 4 – RETURN REPAIR RESTORE**

#### **Go back in the classroom**

The below are fast tracks that will result in a red card:

#### **Aggression directed, prejudicial behaviour and Physical Aggression**

If a young person verbally receives a red from a member of staff, then they will:

1 red card – restorative conversation regarding the incident with staff and other young person

2 red cards - break time discussion regarding the incident and reflection - PDS

3 red cards - lunch time discussions with the young person and reflection – PDS

4 red cards - restorative choice time with Learning Mentor / Teacher covering topic.

5 red cards- No option to a paid End of Half-Term trip.

When given a red card young people will be asked to leave the classroom and young people can:



Have a walk, have a chat and refocus in an additional space (usually with pastoral support).

- Restorative conversations will take place to support all parties.
- Young people will be welcomed back in class, depending on the incident and this will be supported by additional staff to encourage 'time in'.
- Repair relationship

Break times and lunch times will be used to reflect and discuss what is going on for the young person. This then enables the individual to put things right and move on with the day. Letters of apology maybe used to support and educate.

Red cards – will reset at the end of every half-term, with Learning Mentors monitoring the number received within the class.

Staff should always consider the progress made with the individual. Whilst we recognise that we are supporting the young people with decision making and cause and effect, the Fair Play scheme should recognise positive steps and progress made by every individual and reflect on the individual personal circumstances.

Targets may be set to support and inform improvement for our young people. We recognise and celebrate progress that our young people make.

When on red card young people will be asked to leave the classroom and young people can:

Have a walk, have a chat and refocus in an additional space (usually with pastoral support).

- Restorative conversations will take place to support all parties.
- Young people will be welcomed back in class, depending on the incident and this will be supported by additional staff.
- Repair relationship

Break times and lunch times will be used to reflect and discuss what is going on for the young person. This then enables the individual to put things right and move on with the day.

#### **The key points of a positive behaviour approach are:**

- The ground rules are discussed with the student so that their views can be taken into account;
- Staff should be honest about any non-negotiable issues;
- Expectations need to be realistic and ideally phrased as a "do" rather than a "do not". If "do not" predominates in your rules, consider what young people are supposed to do if they are cross/angry for good reason, when your rules say they cannot, for example, shout, swear or hit out? Young people need to be helped to express themselves and need to know what is acceptable for them to do when they are faced with a situation which will provoke unacceptable behaviour;
- Young people may need to be reminded from time to time of the expectations regarding their behaviour and of why we have rules.
  
- The consequence must be **related** to the behaviour, otherwise it is unlikely to have any effect.
- The 3 R's of logical consequences (Nelson, 1985) highlight that consequences should be:
  - **Related to the behaviour.**
  - For example, a young person has been using their mobile phone in an unsafe way, and it should have been handed in, therefore the phone is removed to keep them safe.

- **Not related:** you stop them attending Bramfield Boy.
- **Respectful-** towards the young person, not shameful or blaming. You have this discussion with them in private and **connect** with the young person first before correcting with a natural or logical consequence, demonstrating that you are being curious and accepting of the underlying need, for example their need to make friends and feel accepted and empathise with this.
- **Reasonable-** both in the view of the young person and adult. The young person is supported to learn about the potential impact of their unsafe mobile phone use, how they can use it and make friends in a safer way and work with you to develop a plan to earn it back. The plan should clearly outline what is expected of the young person and should be adhered to.

A student may have disabilities that affect their behaviour, social skills and understanding and so require extra help to be able to behave within acceptable boundaries. Others may be faced with a variety of stresses that are difficult for them to manage without support.

It is imperative that we have realistic expectations of young people according to their age and ability. Young people with disabilities, however, are unlikely to benefit when staff fail to assist them to realise their potential to behave appropriately.

Staff need to be aware that young people under pressure can have strong feelings of frustration, distress or anger. Staff can help children to behave in a more socially acceptable manner when they legitimise a young person's feelings. For example, acknowledging that a young person's feelings are legitimate may help them to understand that their behaviour e.g. hitting out or swearing is not legitimate.

Some young people may resort to challenging or unpredictable behaviours due to difficulties in making themselves understood. It is important that such behaviour is seen in the context of the young person's ability to communicate the wishes and feelings. If there are known trigger factors which appear to impact on how the student behaves then these should be recorded clearly in the placement plan the young persons "My Support Plan" and every effort made to avoid such situations happening - such information should be sought from relevant professionals who has worked with and knows the child well.

**De-escalation** – De-escalation techniques can include positive framing, planned positive distraction and diverting, change of the environment, changes to the team around the child, use of space and verbal and or visual support. De-escalation techniques are our primary responsive strategies – it is not ignoring the young person but being attuned with and meeting their relational needs whilst supporting progression and development of new skills. Asking children why they are behaving in a particular way is often not helpful and can increase distress for the young person.

**The use of restrictive physical intervention** – Staff will be trained in the OFG decided approach to restrictive intervention and this is always used as a **last resort**. As a general rule nobody has the right to touch, move, hold or contain another person, however the services may need to act within exceptional circumstances and operate within a higher duty

of care due to the needs of each individual, therefore we set out to clearly define the justifications by which the staff are to use restrictive physical intervention in order to maintain appropriate practise. Seclusion which involves a young person being forced to spend time alone against their will is not a practice supported at OFG, in line with our legal and statutory responsibilities.

Staff have an obligation in delivering a duty of care both on school site and during school outings, guidance is given that the use of RPI / Reasonable Force has been permitted by the Head Teacher (in line with the DfE 2013 Use of Reasonable Force guidance) in a response to student potentially or actually:

- **Harming themselves;**
- **Harming others;**
- **Causing damage to property;**
- **Causing disorder to the running of the school or outing; and / or**
- **Are suspected or in the process of committing a crime.**

RPI is used in the best interest of the student and as a response to presented or suspected behaviour(s) that challenge, safeguarding all parties and property surrounding them; this includes the management of violent and / or aggressive incidents in a controlled and caring manner by utilising staffs core training in the use of **CPI** techniques or the implementation of Reasonable Force. **CPI** is our selected modality and is accredited by the Crisis prevention institute accredited by the Restraint reduction network.

All staff at the school are fully trained, and have the authority to use force when reasonable, and this extends to any other person whom the manager has given the responsibility to be in charge or in control of the young people. Staff can also use this power when they are lawfully in charge of young people but off the school premises – i.e., on a school trip.

Following serious incidents involving the use of physical intervention, the school will speak to the parents (if appropriate) and social worker concerned. Physical intervention will **never** be used as a punishment. Such serious incidents involving the use of physical intervention will also be recorded by the school.

**De-Briefing** - It is good practice to provide a space for young people to de-brief following a significant incident and to support relationship reparation. This needs to be at a time that is appropriate and timely and when everyone is ready. This gives staff and young people the opportunity to reflect and feed into future planning and support.

**Colleague Well-Being** – It is recognised that managing complex needs can be incredibly stressful for individuals and for teams. Supporting colleagues after an incident is to be non-judgemental and empathic and post incident de-briefs are mandatory. Ultimately de-brief offers the opportunity for reparation and reflection helping to inform. Reflective Practice Groups are a supportive function and clinicians can support with specific skills to utilise, such as mindfulness. The Employee Assistance Programme can provide more regular support if required.

**Recording and reporting** – it is important to record incidents to enable effective monitoring and support to young people. When a young person has been supported in a physical intervention, we require the staff who carried out the intervention to record the incident on sleuth before the end of a shift. Services will have their own recording process and systems to support this. Other events

important to record are absent or missing from school, school physical intervention, accident or illness, incident at school, safeguarding, self-harm and school information report.

**Reporting to outside agencies:** Behaviours which are dangerous or criminally harmful will require reporting to outside agencies, such as LADO, police. Designated Safeguarding Leads will be able to advise in the first instance.

**Anti-Bullying** – Children may lack the social skills required to manage relationships, and/or they may have learnt a way of managing relationships through appropriate role modelling. Staff will remain vigilant to signs of bullying, which could be obvious or subtle, in person or online, and will be dealt with according to the Anti-Bullying Policy.

**Child on Child Sexual Violence and Harassment** - Schools should be vigilant and this should be responded to assertively and proactively to help create a culture whereby this is not acceptable. As with all safeguarding matters it will be important that the Designated Safeguarding Lead is engaged and involved and is making appropriate referrals to support services and the appropriate external agencies. This needs to be considered on a case by case level involving your clinical well-being teams.

**Exploitation** – Staff will be trained in and vigilant to the signs of potential exploitation, such as Child Sexual Exploitation, Female Genital Mutilation, Radicalisation. As with all safeguarding matters it will be important that the Designated Safeguarding Lead is engaged and involved and is making appropriate referrals to support services and the appropriate external agencies. This needs to be considered on a case by case level involving your clinical well-being teams.

**Suspension and exclusion** - The school aims to ensure that: the suspensions process is applied fairly and consistently, is understood by governors, staff, parents and pupils, pupils in school are safe and happy and they do not become NEET (not in education, employment or training).

**The decision to suspend or exclude: This should be read in conjunction with our Suspension policy.** Only the head teacher, or acting head teacher, can suspend a pupil from school. A permanent suspension will be taken as a last resort. Suspension is only considered where events are deemed serious and present a risk to pupils' safety or the safety of the site.

The School is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

*“...the practice of removing a pupil from the school roll without a formal, permanent suspension or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”*

We are committed to following all statutory suspensions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others.

Before deciding whether to suspend a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the suspension were provoked.
- Allow the pupil to give their version of events.

- Discuss the facts with the Chair of Governors who must authorise the decision to suspend and make a formal record

## **Our Attitude**

1. We are a school which caters for children who have a range of complex needs that may include social, emotional and mental health needs and autism or behaviours associated with autism. We accept that many of our pupils have particular behavioural difficulties. We accept our coping capacity and skills in management has to be sufficient to cope with most challenging behaviours we encounter.
2. We have many skills and resources which enable us to manage and support pupils who exhibit periods of provocation and difficult behaviours.
3. The notion of acceptance, effective management and therapeutic intervention are central to our philosophy.
4. We have always taken the stance that the pupils we accept remain with us. Their acceptance is not conditional upon 'good behaviour'. Their challenging behaviours are part of the presenting problems, which have caused their referral. We work with these behaviours in a reparative sense.
5. Many of our pupils have been excluded from mainstream schooling as a consequence of troublesome behaviour. This makes us very cautious about following a similar course of action. This pattern, for the child's sake, has to be stopped. We are not intimidated by troublesome behaviour. Pupils are not allowed to turn away from the consequences of their actions, from their growth towards personal responsibility by getting themselves excluded.
6. We work with these challenging behaviours wherever possible and to the extremes of our professional tolerance. This is the nature of our therapeutic and educational resilience as experienced practitioners. It is part of our professional obligation in working with our pupils with complex needs.
7. Suspension, therefore, is rarely used in our school and should always be considered as a last resort.

### **5.1 Where Does Tolerance End?**

There is no easy answer to this question. Each situation must be assessed on its own circumstances; each pupil's individual reactions and needs must be taken fully into account. We have never adopted 'standard procedures' for all pupils in these situations. We do not generalise from the particular where our pupils are concerned. Where we have concerns about the behaviour, or risk of suspension of a pupil we will consider that additional support or alternative placement may be required. This will involve assessing the suitability of our provision against a child's SEN. We will consider requesting an annual review or interim/emergency review. There are circumstances, however, in which the only decision left to us (and sometimes the best course of action in the situation we face) is to make a decision to exclude the pupil. This policy now details some of the situations which has led to suspensions in the past (N.B. these have not always been on the basis of challenging behaviour).

### **5.2 Possible Criteria for Considering Suspension (Permanent and Fixed Term)**

1. A pupil who threatens the personal safety of other children. Attacking other children cannot be tolerated. Neither can any form of sexual abuse or drug abuse.
2. A pupil who is constantly creating serious dangers for himself and/or for others (is constantly devising, organising and implementing dangerous, destructive and/or antisocial behaviours). The deliberate and persistent 'leader' for mischief.

3. The child with a persistent and active compulsion towards arson.
4. A pupil who is a genuine threat to staff.
5. A pupil who engages in persistent and serious crime.
6. Behaviour of a pupil outside school can be considered grounds for an suspension
7. A pupil who is unable to benefit from our therapeutic and educational style. Not all pupils can be expected to respond to our form of psychological intervention. If our psycho-dynamic approach is, for whatever reason, seen to be inappropriate (or producing an adverse reaction) we advise the Local Authority accordingly.
8. A pupil who becomes seriously disaffected. We expect our children to know, accept and support our values and standards. If a child totally rejects the school, the other pupils and the staff, we do not persist with this placement.
9. A pupils uses consistent prejudicial language directed at another.

A decision to permanently exclude a pupil will only be taken:

- In response to a serious breach or persistent breaches of the school's Promoting Positive Behaviour Policy;
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

These criteria are not the only factors which can contribute to decisions about suspension. There may be deeper clinical and psychological considerations; periodic errors may occur in selection and assessment; there may be insuperable pressures from the family and home contact; unexpected deteriorations in a child's psychological condition can occur; and so on. Again, the important thing is to make careful and informed decisions which are in the best interest of the child, the school community and other pupils. These collective interests cannot always be reconciled, of course. We are well aware of this and we accept the fact that on some occasions the collective good will have to prevail over individual considerations.

### **Regulatory Requirement**

We are respectful of all young people irrespective of their age, sex, religion, disability, ethnicity, sexual orientation, gender identity, gender re-assignment, immigration status and socio-economic status.

### **Appendix 1**

## The Fair Play Scheme

### Stage 1 - VERBAL INSTRUCTION



Listen to others  
Ready to learn  
Looking at the teacher  
Having positive conversations  
Communicate at the right time



### Stage 2- DIRECT INSTRUCTION

You will be told what you need to do exactly



### Stage 3- RED

- 1 red card – restorative conversation regarding the incident with staff and other young person
- 2 red cards - break time discussion regarding the incident and reflection – PDS
- 3 red cards - lunch time discussions with the young person and reflection – PDS
- 4 red cards - restorative choice time with Learning Mentor / Teacher covering topic.
- 5 red cards- No option to a paid End of Half-Term trip.

### Stage 4 – RETURN REPAIR RESTORE

Go back in the classroom

FAST  
TRACK

Aggression directed, prejudicial behaviour, Physical Aggression



## The Fair Play Scheme

