

Park Lodge School Reference:	PLS03
Category:	School Policies
Policy Title:	Behaviour and Exclusion policy
Version Number:	
Reviewed on:	New policy not yet reviewed
Next Review Date:	
Lead Officer:	Darryl Holdcroft
Ratified by:	Sharon Donaldson

Version Control Table		
Date Ratified:	Version Number:	Status:

Date:	Key Revision:

## Behaviour and Exclusion Policy

### **Rationale**

Park Lodge School (PLS) aims to provide a safe place where children and young people can succeed in every way. Its aims to minimise disruption to our eating disorder in-patients' education. At PLS we encourage our children and young people to:

- Build confidence
- Develop lifelong skills
- Invest in themselves and their future

### **Teaching times**

Most young people will attend a full school day (4 hours and 30 minutes). In some cases, individuals will follow a different or reduced education programme as far as their health will permit. Each case will be assessed individually alongside the clinical team. When a young person is put on bed rest by the clinical team, they will not be removed from the register, but marked as M (Medical). We will then liaise closely with the Clinical team and if the young person is deemed well enough, appropriate tasks will be provided to complete independently on the ward. This is to recognise and facilitate the need for positive distraction to support their mental health and well-being whilst in isolation from their peers.

### **Code of Behaviour/Discipline**

- Staff and young people will arrive punctually for sessions and finish on time so that the timetable can run smoothly throughout the day.
- Young people will attend sessions at school as directed by their timetable level with the view to improve their engagement over the course of their admission.
- Young people will attend school and work to the best of their ability, as well as work with their key teachers to design their Individual Learning Plan (ILP), so that progress can be made.
- Staff and young people will work to the best of their abilities both individually and collaboratively so that the service provides a positive and rewarding educational experience.
- Good work and behaviour will be acknowledged and praised.
- Good efforts will be acknowledged and praised.
- Young people will receive the help and support of staff with their work, behaviour and relationships.
- All individuals, adults and young people, will respect one another's opinions and property.
- Equipment and resources will be properly used, cared for and shared equally by the young people.
- Learning areas will be left tidy at the end of each day.
- Staff and young people will wear appropriate clothing and footwear.

In the light of our service ethos, every effort will be made to discuss and resolve difficulties by understanding and working out strategies without imposing sanctions. However, when necessary, the service will work in partnership with all stakeholders to implement sanctions for unacceptable behaviour.

## **Student agreements**

During patient induction, all students read and agree to our acceptable use policy, anti-bullying policy, student agreement, and classroom expectations (See appendix 1).

These expectations and any consequences are discussed with the student to ensure they understand what they agree to. Students are also issued with a copy of the signed agreement as a reminder of what they have agreed to. General expectations and anti-bullying pledge are displayed clearly in the classroom as an extra reminder.

## **Sanctions**

The school work in partnership with Park Lodge Hospital in implementing sanctions and interventions for unacceptable/inappropriate behaviour.

In the classroom, we exhibit a commitment to fostering conducive learning behaviours and establish fundamental expectations applicable to all students. With a deep regard for our school's care values and the unique characteristics of our student body, we are dedicated to addressing and resolving challenges through comprehension and collaborative strategy development, rather than resorting to punitive measures. Our approach involves close collaboration among the school and hospital teams to identify behaviours and proactively intervene in a constructive and supportive manner, pre-empting potential escalations.

Examples of sanctions include but are not limited to; they will be expected to make appropriate reparation or acknowledgement for unacceptable behaviour including making an apology, clearing up any mess, or replacing a broken object. In rare circumstances they may need to be separated or have a time out from the class for a period.

This may be a relatively short period of 15 minutes or may be a longer period of a day. We are mindful that fluctuating mental health and medical progress will have an impact on a young person. Therefore, disruptive or unacceptable behaviour can be a result of fluctuating mental health and their stage of recovery.

Examples of interventions that may be made is when a young person is finding it difficult to (or refusing) to leave the school room for an appointment and this causes inadvertent disruption to the rest of the class, we will liaise with the clinical team and hospital director, then with the young person to agree clear boundaries and targets to help them attend both school and medical appointments.

This may mean that work is set for them to complete on the ward, while they await their appointment to avoid them being put into a position of refusal, disrupting other young people and still accessing schoolwork.

They will then work towards coming back into the room and resuming being collected. In exceptional circumstances, parents will be involved in agreeing a sanction in addition to the decisions taken by the multi-disciplinary team at the hospital. There are a variety of mechanisms available with early intervention always our aim.

Where students are having difficulty conforming to the expected standards of behaviour various strategies and systems may be employed to help them improve.

This sanction **does not** constitute Exclusion as defined by the DfE.

- To complete work for a specified time during the daily programme.
- To do work during free time.
- To miss an activity within the programme.

### **Exclusions**

Park Lodge School will not exclude any young person from its provision except as a last resort. Where possible early intervention and support with the clinical team is the preferred path of resolution for unacceptable behaviour. We do recognise that in some extenuating circumstances, permanent exclusion may be the only course of action left to the service. However, this will be in consultation with the clinical team and or hospital director.

An internal review will be conducted following any permanent exclusion to determine any lessons learnt. A young person may be temporarily excluded from an environment if their behaviour is unsafe. The young person would be invited back once they had agreed and demonstrated that they can and will behave safely. The young person would still be offered work on the ward, and all lessons would take place on the ward by teachers and/or support staff.

### **If required Exclusion Procedure**

Exclusion is an extremely serious disciplinary sanction that can only be decided by the headteacher. It means that a pupil is not allowed on the academy premises for the duration of the Exclusion. If a pupil excluded from the academy is found in a public place during normal academy hours during the first five school days of exclusion, then a person with parental responsibility for them may be prosecuted or given a fixed penalty notice (a fine). A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently and there are two types of Exclusion:

- Fixed-Term Exclusion - when a pupil must not come to school for one or more fixed periods of time.
- Permanent Exclusion - when a child is permanently excluded from school and not allowed to return.

To make a decision to exclude a student it will go through our advisory board based on their actions due to our and we will consider the following.

When we decide on any kind of exclusion we will:

take account of our legal duty of care when sending a pupil home following exclusion;

establish the facts in relation to the exclusion decision according to the civil burden of proof i.e. on 'the balance of probabilities' (whether the breach more than likely did, than did not, happen) and not the criminal burden of proof, 'beyond reasonable doubt';

take care in the process not to discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment and make reasonable adjustments to ensure everyone can participate in the process, including where a difficulty may be due to English not being a parent's first language;

communicate without delay in person or by telephone in the first instance to give the parents an opportunity to ask any initial questions or raise concerns directly with the Principal;

communicate decisions clearly and in writing with all due regard for necessary reasonable adjustments as above and by an appropriate method which might include text message, email, or notice given in person or sent home with the pupil or posted/hand delivered to the last known home address. If a notice is sent home with a pupil, we will consider the need to send a duplicate copy by an alternative method as well or take steps to confirm receipt of the notice;

notify the governing body and Local Authority of any permanent exclusion, any exclusion of more than 5 days or 10 lunchtimes in one term, and any exclusion that means a pupil will miss a statutory examination or assessment (including the reason/s for and duration of the exclusion);

notify the local authority and governing body once per term of any other exclusions not already notified;

within 14 days of any request, provide the Secretary of State for education and (in the case of maintained schools and PRUs) the local authority, with information about any exclusions within the last 12 months;

in the case of a permanent exclusion where the pupil lives outside the local authority area in which our academy is located, notify the pupil's 'home authority' of the exclusion and reason(s) for it without delay so they can arrange to meet their legal duty to provide suitable full-time education.

*We do not expect to utilise this part of the policy as our students are managed by the adjoining hospital for matters of serious behaviours and if they are not*

*ready to be in the classroom they won't be put into a situation that they will risk being excluded.*

### **Record Keeping**

A written record of sanctions and interventions will be kept in the behaviour log in the centralised system. This will be monitored by the Head Teacher and a termly report created for the Advisory Board and Hospital records.

### **Risk Assessment and Management of Risk**

Prior to attending the service, all young people will be risk assessed by stakeholders to ensure that they are able to attend the service safely without being at risk of causing severe disruption and/or of harming themselves or others. Appropriate levels of staff supervision will be kept addressing any behavioural management issues as they arise.

We will:

- Evaluate potential risks associated with individuals, situations, and surroundings upon their initial arrival and continually as they progress through their enrolment in both the school and clinic. Individual risk assessments are dynamic records that undergo periodic review and updates in the event of incidents or alterations in the risk levels. It is mandatory for all teaching staff to peruse these risk assessments and acquaint themselves with any modifications in individual risks and the corresponding strategies for mitigation or support.
- make judgements about the interventions and sanctions required to manage behaviour and ensure the safety of the environment for all those present.

### **Serious Incidents**

An incident during a session could cause serious disruption and distress and may result in injury or damage to property. Serious incidents may include the below, but this list is not exhaustive:

- Physical assault of young person or staff member
- Young person requiring physical intervention
- Behaviour which results in the environment becoming unsafe



- Young person being asked to leave school classroom by teaching staff but refusing to comply with request
- Serious or sustained verbal assault of young person or staff member
- Young person seeking to take, not give back or misuse items
- Damage caused deliberately to property or equipment
- Inappropriate use of IT/access to internet

### **Managing Serious Incidents**

We strive to create a calm and safe environment in order to minimise the risk of challenging behaviour and serious incidents. All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and will attempt to de-escalate situations before an incident can arise.

However, it is acknowledged that some forms of challenging behaviour, such as those listed above as serious incidents, could arise from time to time and if they do, appropriate and considered action would be taken to resolve the situation. There are clear communication systems in place for staff to follow should behaviour become of concern during a session.

This provides consistency in our approach and a transparent framework for all to work within.

It is acknowledged that in a Tier 4 CAMHS setting physical interventions may be required to help manage serious incidents and challenging behaviour. Unless at risk or immediate and severe harm, no physical interventions are carried out by school members of staff, but rather, by members of the hospital team who are appropriately trained.

Our practice will involve the least restrictive forms of physical intervention required to maintain safety and order, including various methods of de-escalation. Physical intervention will not be used as a sanction or punishment for negative behaviour. It is acknowledged that a serious incident could take place off-site, such as on an educational outing. The same processes and

procedures will apply and, if necessary, the help of the emergency services may be sought

All staff who are working at the school will receive hospital induction training, so they are aware of the risks and have skills to de-escalate.

### **Reporting/Recording Serious Incidents and Physical Interventions**

All serious incidents and physical interventions will be properly documented and investigated in order to increase safety and to improve procedures and practice whenever possible. All serious incidents will be analysed to identify antecedents and whether anything could be done differently in similar circumstances in the future, including updating/ refining school policies and procedures.

### **Monitoring and Review**

This policy will be monitored and reviewed (as appropriate) every two years, and any edits be made in consultation with Park Lodge Hospital.