

# **Chadsgrove Educational Trust Specialist College**



## **STUDENT BEHAVIOUR, EXCLUSIONS & LIBERTY SAFEGUARDING March 2022**

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## 1. Introduction

Chadsgrove Educational Trust Specialist College (the College) is a happy and harmonious learning community where staff and students feel safe and secure. The College is characterised by a calm and purposeful environment underpinned by relationships built on mutual respect. Our expectation is that all students and staff will behave in an appropriate and socially acceptable way. Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour for learning. Emphasis should always be on promoting the behaviour that we want our students to exhibit.

## 2. Chadsgrove Specialist College Behaviour Principles

1. Every student has the right to feel safe, valued and respected and to learn in an environment that is free from disruption from others.
2. All students, staff and visitors are free from any form of discrimination.
3. Staff, Directors and volunteers set an excellent example to students at all times.
4. Rewards are used consistently by staff in line with this policy and sanctions are applied where necessary.
5. Students are helped to take responsibility for their actions.
6. When behaviour incidents do occur these are addressed in partnership with families to foster positive behaviour for all students.
7. Restrictive physical intervention/reasonable force is used only as a last resort to maintain the safety and welfare of students.

With this rationale, the College aims to promote a happy, friendly, calm and safe environment. Any form of bullying or misbehaviour can threaten the status quo and thus must be checked and dealt with promptly. The value of friendship must be emphasised and students are encouraged to appreciate the difference between bullying and simply 'falling out'. Ultimately, any form of behaviour that causes upset or distress within the College will be responded to in an appropriate, respectful and coherent manner.

All students, through Student Voice, have had the opportunity to contribute to the values of the College which are displayed around the building.

## 3. Roles and Responsibilities

### *The Directors*

The Directors will review and monitor the effectiveness of this policy in conjunction with the Principal. Directors will hold staff to account for its implementation through Director visits, addressing any concerns raised with Directors, and through reports to Directors.

### *The Principal*

The Principal is responsible for reviewing this policy along with the College Leadership Team (CLT) ensuring that behaviour principles are being upheld.

#### **4. Student Behaviour at the College**

Students at the College are expected to behave reasonably at all times. Standards of acceptable behaviour arise from example, guidance, common sense, awareness of the needs of others, respect, co-operation, honesty and trust. The cognitive ability of students at the College needs to be taken into account when considering expectations and discipline. It is also important to investigate possible contributory factors to misbehaviour e.g. changed home circumstances, medication, specific disability etc. Democratically drawn up 'College Rules' establish peer group standards and respect.

Although it is reasonable for students' behaviour to be more relaxed at lunch times, anti-social behaviour will not be tolerated. This is also true for travel on the daily College transport. Minibus passenger assistants and drivers can expect full support from the Principal and other College staff. It is important that inappropriate behaviour is responded to promptly, preferably when behaviours are initially manifested.

In general, when a student's behaviour falls short of acceptable standards, the student tutor or member of staff directly involved at the time will intervene with clear explanations and instructions. If sanctions seem fair to the student they will respond more positively, e.g. completion of work during break if misbehaviour in class causes delay.

Should a student become stressed and need a quiet space they will be offered timeout in an additional area of the College such as the Well-being Room or Sun Room. Students will always be supported in these spaces unless staff are confident in the student using this space unsupported. These rooms are off the student's classrooms enabling regular monitoring.

#### **5. Behaviour Management Strategies**

All staff can support student behaviour by:

- Being mindful of the quality of relationships with each other
- Reflecting and being committed to continuously improving provision
- Reflecting with Parents Carers/Advocates and other professionals so that they are well informed and have insight and understanding of each student's individual needs
- Planning appropriate "scaffolding" strategies that are put in place to support self-regulation skills
- Observing, gathering and analysing data on behaviour to ensure that interventions are personalised and planned according to the individual needs of the students
- Working closely with the students, Parents Carers/Advocates, and other professionals
- Investing time and allowing safe spaces and opportunities for students to practice skills, make mistakes and learn, develop and mature

This can be achieved by:

- A variety of individualised and accessible modes of communication
- Clear and realistic expectations
- Consistently applied rules and boundaries
- Routines
- The language of choice

- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour

## 6. Rewards and Sanctions

Positive behaviour will be rewarded through:

- Praise
- Tutorials
- Letters, emails and phone calls home to Parents Carers/Advocates
- Certificates and awards

Sanctions include:

- Verbal reminders
- Work to be completed at home or break time
- Referring students to the College Leadership Team (CLT)
- Letters, emails or phone calls home to Parents Carers/Advocates

All students will be treated with respect and the reward or sanction will be appropriate to their level of understanding and personal interests.

## 7. Student Supervision

We expect all students to be properly supervised by an adult whilst at College, travelling to or from College, or on College trips or residential visits.

The College takes its responsibility of acting in loco parentis extremely seriously. The level of supervision will inevitably be related to the activity in progress and the maturity and the degree of learning and physical disability.

Whilst a classroom lesson is in progress, a level 4 or 5 tutor, will always be present except for very brief periods – e.g. to answer a telephone or quickly deal with an emergency query. It is expected that a teaching assistant will be present to supervise the group during these brief absences dependent on level of need. For more extended periods, a tutor within close proximity should be informed of the tutor's absence and one or two learning support assistants should be delegated to supervise the group if a tutor is not readily available.

In some instances, dependent on level of students' need, a learning support assistant may be regularly timetabled to work with a group of students, after discussion with a tutor.

Musical cues are used to indicate key times in the College day.

No student should be left in College prior to 10.00 a.m. by minibus passenger assistants or Parents Carers/Advocates unless by prior arrangement with the Principal. Usually College staff are not available until this time, because of daily staff briefing.

During break and dinner times, a designated tutor will be on duty. During dinner time learning support assistants follow a weekly rota to assist with feeding and dinner time clubs. These rotas are organised by the College tutors.

The Principal, Vice Principal or Administrator are “on call” during this time to assist in an emergency should this be necessary.

At the end of the afternoon students wait in their respective classes for their minibus passenger assistants or Parents Carers/Advocates to collect them. The passenger assistants assume responsibility for the students embarking the buses (and disembarking the buses in the mornings) and on the journeys to and from College.

## **8. Liberty Safeguards & Restricting Liberties**

Three assessments form the basis of the authorisation of Liberty Protection Safeguards:

- a capacity assessment
- a ‘medical assessment’ to determine whether the person has a mental disorder
- a ‘necessary and proportionate’ assessment to determine if the arrangements are necessary to prevent harm to the person and proportionate to the likelihood and seriousness of that harm

There may be occasions when college staff may need to act in a way that deprives a student of their liberty in the best interests of the student and to protect them from harm.

A restriction of liberty is only put in place if:

- It is in the student’s own best interests to protect them from harm
- It is a proportionate response to the likelihood and seriousness of the harm
- If there is no less restrictive alternative available.

In exceptional circumstances a student may be secluded in a safe space to reduce overall risk to themselves or others. Wherever possible, there should always be a least two adults present and a member of the College Leadership Team (CLT) must be notified immediately.

If a student is secluded, the incident will be fully recorded and shared with Parents Carers/Advocates

## **9. Reasonable force**

College staff who are in charge of students may use reasonable force to prevent students:

- Causing injury to themselves or others
- Committing a criminal offence
- Causing disruption by engaging in behaviour, which is seriously prejudicial to good order and discipline
- Causing significant damage to property

Reasonable force has no legal definition but:

- Staff must take into account the circumstances of the incident and development of the student
- The degree of force must be proportional to the seriousness of the situation, behaviour or consequences it is intended to prevent, and always be the minimum force needed
- Force could not be justified for a trivial misdemeanour or a situation that could be resolved without it

- Everyone has the right to self-defence, provided they do not use a disproportionate degree of force
- The use of physical force as a punishment is always unlawful

Restrictive physical intervention would only be used in exceptional circumstances and as a very last resort if a student's behaviour could not be controlled with other approaches. Restrictive physical interventions would be used if a student was in severe danger of hurting themselves, hurting others or causing serious damage to property (Appendix 1).

Please refer to the Restrictive Physical Intervention Policy for further information.

## **10. Malicious accusations against College staff**

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this Policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse. The Principal will also consider the pastoral needs of staff accused of misconduct.

## **11. Self-Injurious Behaviour**

Some students, especially those with Profound and Multiple Learning Difficulties (PMLD), may sometimes harm themselves by actions such as biting or hitting themselves. At the College, these behaviours are always treated as a form of communication; staff will endeavour to discover why the student is behaving in this way. For example, students with PMLD, or other specific conditions, may self-harm in order to gain sensory stimulation, in order to avoid certain situations that are difficult for them, or in order to gain attention or to request something.

Staff will restrain students where necessary, in order to keep them safe and to prevent further harm, in accordance with training provided and using the least restrictive practice required (see Appendix One). Following restraint, staff will then attempt to support the student in accessing their personal well-being strategies to calm them and change their behaviour.

## **12. Confiscation**

Any prohibited items listed below found in students' possession will be confiscated. These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to College discipline; these items will be returned to students after discussion with CLT and Parents Carers/Advocates if appropriate. Searching and screening students is conducted in line with the DFE's latest guidance on searching, screening and confiscation.

These items include:

- Knives
- Weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco products

- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person including the Student.

### **13. Working in Partnership with Parents Carers/Advocates**

We need to be in constant communication with our Parents Carers/Advocates when behaviours are challenging. Regular meetings need to be held and information and strategies need to be discussed as soon as possible.

### **14. Exclusions**

We would never want to exclude any student from College, but sometimes this may be necessary. The College will refer to statutory guidance on exclusion provided by the Department for Education: 'Exclusion from maintained Schools, Academies and Student referral units in England: A Guide for those with legal responsibilities in relation to exclusion, 2012 – updated in July 2017.

<https://www.gov.uk/government/publications/school-exclusion>

### **15. Health and Safety**

In addition to the general health and safety practices of the College, the following policies maybe pertinent:

- Restrictive Physical Intervention Policy
- Manual Handling Policy

### **16. Training**

Staff receive training on Team Teach from the 'Positive Behaviour Support Team' (PBST). A list of trained staff is held centrally on the single central record. Staff receive refresher training. Staff are free to contact the company at any time to ask for support and guidance. Chads Grove School pay for this service through a 'Service Level Agreement' and this includes College staff.

## **Appendix 1**

### **The Use of Physical Intervention**

#### **Guidance to teaching staff and support staff**

1. Physical intervention should only be used in exceptional circumstances, i.e. if the student's behaviour presents a danger to:
  - a) Him or herself
  - b) Other people
  - c) Serious damage to property
2. Restrictive physical intervention should be used only as a last resort, i.e. if dialogue and diversion have failed.
3. It should not be used to force compliance with staff instructions unless related to the above and should not be used as a form of punishment.
4. Restrictive physical intervention should not continue longer than necessary. As soon as it is safe to do so the physical intervention should be gradually relaxed.
5. The size and development of the student should be taken into consideration when applying physical intervention. Only the minimum amount of physical intervention to prevent injury or damage should be used.
6. Wherever possible the presence of another member of staff is advisable if physical intervention has to be used.
7. If a student is determined to leave the premises College staff may:
  - a) Use redirection/distraction techniques
  - b) Use their physical presence to obstruct the exit and to remonstrate with the student
  - c) Use appropriate physical intervention to prevent him/her from leaving if in serious danger of injuring themselves or others
8. Any incident involving the use of physical intervention should be reported verbally to the Principal immediately and this should be followed by a written report of the incident within 24 hours recorded on CPOMs.