
Behaviour Policy – Inc Exclusion Arrangements

Policy written:	April 2005
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Policy reviewed:	Nov 2014
Policy reviewed:	Nov 2015 reviewed by JR
Policy reviewed:	Nov 2016 reviewed by CF
Policy next due for review:	Nov 2017 reviewed by CF
Policy next due for review:	Nov 2018
Policy re-written Sept. 2018	John Warren

Overview

As a Delta Academy, The Grove has adopted the behavioural policies published by the Delta Academies Trust: the Delta Behavioural Policy.

Violence, abusive or threatening behaviours are not unacceptable; see the Delta Violent and Abusive Behaviour Policy. The wellbeing and safeguarding of all staff and pupils is taken very seriously in line with national and Delta guidelines. Academy staff are trained in de-escalation and physical restraint techniques; in accordance with The Grove's Physical Intervention Policy.

This document outlines the specific Grove academy approaches to behaviour and those areas in which the Grove differs from these published Delta policies.

General Statement

The Grove is committed to ensuring that all staff and pupils are safe to learn and develop as human beings, free from the fear of any form of bullying, intimidation or verbal and physical aggression; see Delta Behavioural Policy.

Our culture is one of tolerant inclusivity and acceptance as outlined in our student code of conduct. The Grove prides itself on having high aspirations for all its pupils in terms of academic achievement, personal challenge and self-regulated behaviour.

Behavioural Approaches

As a pupil referral unit, The Grove is committed to understanding and addressing the underlying factors that influence socially-unacceptable pupil behaviour and which lead young people to being excluded from school. However, we have high expectations of pupil behaviour and patiently instil personal and social behavioural boundaries; we do not tolerate any forms of anti-social or abusive behaviour.

The Grove does not use the mainstream Delta 'consequence' system. Instead, each pupil has a weekly record book that records their attitude to learning and social behaviour using a points-based system. This is linked to a motivational system of extrinsic rewards and sanctions. Behaviour is reviewed weekly with pupils, who are encouraged to reflect on their behaviour and identify targets for improvement.

The ultimate aim of the Grove is to create a culture that facilitates the growth of intrinsic motivation for all its pupils. This is fostered by the curriculum and extra-curricular activities, as well as the personal development programme and reflective activities in pastoral groups.

The Grove offers:

- an initial placement meeting in which centre expectations and a pupil code of conduct based on the principles of mutual respect and tolerance are shared with parents/carers and the young person.
- a curriculum that puts an emphasis on therapeutic approaches to creativity, collaborative working, self-respect and social responsibility. All pupils are encouraged to reflect on their behaviour.

- numerous opportunities to learn outside the classroom and participate in challenging outdoor education opportunities that encourage the development of individual character, a sense of stewardship for the natural world and collective responsibility to other people.
- appropriate psychometric testing and uses the Strengths and Difficulties (SDQ) questionnaire to explore possible socio-emotional or cognitive factors that may influence behaviour.
- access to a Just B worker to discuss their problems and reflect on ways of improving their behaviour.
- an educational plan for each pupil that uses an evidence-based approach to tackling challenging behaviours.
- committed staff who receive regular training by mental health and psychological professionals based on the best practice of cognitive and developmental psychology and mental health.
- multi-agency collaboration with health care, social services, CAMHS and other mental health professionals to improve outcomes for pupils..
- weekly updates to parents on behaviour and attitude to learning
- close home-school liaison to address problem behaviours with regular reviews involve all relevant agencies.
- a pragmatic approach to sanctions tailored to the needs of the young person.
- a sophisticated data monitoring systems to enable staff to track student progress and behaviour.
- a dedicated Behaviour and Inclusion worker and Educational Welfare Officer who facilitate pastoral and family support, good attendance, communication with multi-agencies and structured support for school re-integration.
- an engaging and creative SMSC programme that emphasises communal responsibility and British values.
- a commitment to ongoing staff training in psychological and therapeutic approaches to working with student with behavioural and mental health challenges.

Physical Intervention

Staff at The Grove are deeply committed to the well-being of all pupils. There are occasions where staff will make a dynamic risk assessment that the physical handling of a pupil is necessary. This will only be undertaken when all other de-escalation techniques and options are exhausted.

Staff at the Grove take twice yearly training in de-escalation techniques and physical handling by a Securicare qualified instructor; only appropriately-trained staff can participate in the physical handling of students. Staff training is accredited by the Institute for Conflict Management.

As part of their continuous professional development, staff also receive ongoing training by various psychologically-trained and mental health professionals in a range of SEMH and cognitive factors such as attachment, trauma or autism, for example, that explain the underlying causes of challenging behaviour.

As a pupil referral unit, all staff act strictly in accordance with the DFE guidance on the use of reasonable force and in compliance with the Delta MAT behaviour policies, as well as our own Physical Intervention Policy.

Any use of reasonable force is a last resort after all other means of managing the situation and compromise options to the student have been exhausted. When such incidents occur they are subject to MAT scrutiny and are recorded according to statutory requirements in a Bound and Numbered book. Staff always undertake a review of such physical incidents to ensure that procedures and guidance were correctly followed and to reflect on the lessons learnt for future best practice.

Department for Education Guidance for The Grove Academy staff:

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Source: Use of reasonable force: Advice for headteachers, staff and governing bodies July 2013; reviewed July 2015 <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>