



BEHAVIOUR AND EXCLUSIONS POLICY

ALP Leicester

January 2023

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1. INTRODUCTION

ALP Leicester is a school offering medium and long term provision for pupils with social, emotional and behavioural difficulties and a range of other special educational needs. This policy acknowledges that the pupils are likely to find it more difficult than their mainstream peers to manage their own emotions and behaviour. The policy has been written to anticipate the possible difficulties that can occur in the school day to ensure that all staff, parents and pupils understand the actions that can be taken to avoid or resolve any difficulties. We strive to create an environment where:

- Learning is supported and attitudes to learning are positive
- Parents, staff and pupils are positive about behaviour in school
- Pupils' behaviour during and outside lessons is good, including learning environments in other locations
- Good behaviour and good work is recognised and appreciated, pupils are proud of their achievements
- Pupils can learn the importance of taking responsibility for their own actions by developing their self discipline skills
- Pupils can gain an understanding of their role in the wider community and in society and can appreciate the need to treat all people with respect
- Skilled and highly consistent behaviour management by all staff makes a strong contribution to improvements in behaviour over time.

There are some fundamental beliefs that underpin our approach to modelling, creating and promoting good behaviour.

- We provide a positive, safe, caring learning environment where every person is valued and respected
- All pupils have the right to consistent and high quality learning with minimal disruption from other pupils
- Regular communication between pupils, parents and staff is vital
- In the unlikely event that children are hurt, abused or bullied by others in school they will be listened to and will receive support – such incidents are taken very seriously
- The developing self esteem of our pupils is very important in preparing them to be successful learners
- The curriculum is acknowledged to play a crucial role in the management of behaviour in school. Pupils who are motivated, engaged and interested are more likely to manage their behaviour well
- The school collaborates with external agencies to support our pupils
- The pupil voice is important when making whole school decisions
- Every learner is treated as an individual and their SEND are taken into account in all aspects of school life

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

2. RULES AND EXPECTATIONS ABOUT BEHAVIOUR FOR PUPILS

The role of the Behaviour Specialist at ALP Leicester is to take a lead in the management of behaviour within the school. The Head Teacher/Behaviour Specialist/ will work with all staff to maintain a positive and productive teaching and learning environment and will support other colleagues in maintaining positive behaviour.

This policy outlines how positive behaviour and attitudes are to be promoted at ALP Leicester and how we plan to eliminate instances of poor behaviour. Where appropriate the Head Teacher/Behaviour Specialist may draw up an individual behaviour support plan in consultation with tutors and other professionals. The rules at ALP Leicester are as follows:

- We expect all pupils to respect school property, staff, visitors and other learners.
- Lessons will start on time and discretion will be used with respect to visits to the toilet and the use of 'comfort breaks' in lesson time.
- Students will be supervised when moving from place to place and this will be essential if there are health and safety concerns regarding that pupil.
- No one is expected to leave the classroom without permission.
- Students are encouraged not to bring phones into school. If students have mobile phones in school they must be switched off or on silent mode and not visible or used at any point during lessons without permission. Any phones used inappropriately will be confiscated.
- No headphones or other unnecessary items to be worn, unless with the specific permission of the tutor and Senior Management Team.

3. PERSONAL, LEARNING, EMOTIONAL OR MEDICAL ISSUES

Poor behaviour can stem from personal problems or difficulties. Our school recognises that punishing negative behaviour without understanding the reasons behind it will only have short term effect and will not provide a lasting solution or support pupils in learning to manage their own behaviour. Experiencing teaching of a high quality is essential in promoting and maintaining good behaviour inside and outside the learning environment. This teaching should take into account the personal and social development needs of the learners. We aim to give our pupils the capacity and skills to understand and manage their

own and others' emotions. In order to achieve this we create an environment that encourages pupils to reflect upon their behaviour and offers them alternative strategies.

4. PARENTS AND CARERS

The involvement of parents and carers is essential to the effectiveness of this policy. Good communication is vital and staff are available for parents to contact by phone or email. Home school diaries are used with some pupils as a means of communication. We have established a routine of offering parents evening once a year when parents can view their child's work, the school environment and discuss their progress with tutors.

5. BEHAVIOUR AND CONDUCT IN AND AROUND SCHOOL

Pupils arrive at school at 9.15 am (at the earliest) and are greeted by their tutors before being taken to their room. At lunchtimes meals are provided in two sittings to cater for different age groups. The school promotes healthy eating and the menus will reflect this. Special dietary requirements will be catered for. Pupils will eat in the dining area or a suitable place (classroom / hall area) and will be supervised/accompanied by tutors. ALP Leicester promotes healthy living and therefore smoking is discouraged. All jewellery must be removed for PE and vocational subjects but at other times ear studs or small sleepers may be worn. At the end of the school day, learners are escorted to their transport to ensure they are safe on leaving the school site. The end of the school day has been set at 2.45 pm to avoid conflict and anxiety that may be caused by home time being at the same time as the adjoining school.

5.1 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

Rewards

Tutors will share news about positive work and behaviour with parents. Examples of rewards used include:

- Certificates in regards to the school's values: ARRRTT (Attendance, Relationships, Routine, Respect, Trust Teaching,)
- Use of ARRRTT stickers – according to age/developmental level
- Verbal praise and acknowledgement
- Written comments on pupils' work either in a general celebratory way or including developmental comments
- Raffle ticket system to work towards a reward goal such as a special visit or trip
- Visit to Head Teacher/SMT for praise

- Positive comments during parents evenings, assemblies or in newsletters to parents
- Displaying work/achievements on the school website
- Phonecall, Postcard or letter home

5.2 Responding to misbehaviour

All ALP tutors/teachers and managers are Team Teach trained which includes strategies to de-escalate situations as well as safe holds for serious situations. All pupils have a positive handling plan that is regularly reviewed and updated. “TeamTeach is designed to reduce the reliance on restraint and restriction by expanding the toolbox of positive behavioural supports. Reducing risk involves giving staff the confidence to take decisive action when it is necessary, in order to keep people safe, whilst at the same time encouraging better assessment, planning and communication to enable staff teams to anticipate foreseeable hazards and avoid them” (Taken from the Team-Teach workbook). If a pupil has had to be restrained, this will be recorded in the ‘Red Bound Book’ and an incident report written by the tutors involved will be created. Reports are to be filed in the Behaviours Folder and also on the learner’s personal file in the form of a hard copy and electronic. All incident reports should be referenced with the relevant bound book number. Whatever sanction is used, it is likely to be less effective if it is overused and as far as possible pupils are encouraged to make good choices about their behaviour. Sanctions will be differentiated according to age and Key Stage and will take into consideration the special needs and the developmental level of a pupil.

When a pupil’s behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at next convenient time
- Loss of privileges – for instance, the loss of a prized responsibility
- Natural consequences, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Cooling of day
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

5.3 Serious Incidents

Where a serious incident occurs there will be an opportunity for the pupil to reflect on his/her behaviour and actions and the chance to discuss with an adult how it can be avoided in the future.

A serious incident is:

- One where the result is injury to someone in school
- Where damage to property is caused
- Stealing
- Deliberate or provocative remarks against protected characteristics ●
- Persistent bullying
- Intentional violence towards others

Where a learner is involved in an incident a member of the senior management team contacts the parent or carer by phone or in person to discuss the incident and any sanctions that have been given to the student. This needs to be timely and should occur on the same day, immediately after the incident.

5.4 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder

- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (behaviour log, bound book)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

5.5 Confiscation and searches

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in Section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the select appropriate [headteacher / designated safeguarding lead (or deputy) / behaviour lead], to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Classroom
- Coats
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in Section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in Section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in Section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in Section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

6. ZERO TOLERANCE APPROACH TO SEXUAL HARASSMENT, VIOLENCE, RACISM AND BULLYING

The school will ensure that all incidents are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

7. EXCLUSIONS AND COOLING OFF PERIODS

Fixed Term Exclusions are referred to as 'Cooling Off Periods'

The exclusion process will only be applied as a last resort or in response to a serious or extreme case. It could occur if the pupil has made a serious breach or frequent breaches of the school's behaviour policy or if their behaviour is a threat to themselves and other people in the school. It may be used after a series of other discipline measures have previously been used in school and have not been effective. A cooling off period can not be given without the consent of either the Chair or Deputy Chair

of the Executive Board. For a Cooling Off Period to be considered, Head Teachers must supply the Chair and Deputy Chair with as much information as possible in relation to the reasons for the Cooling Off Period and details of what other sanctions have been applied. This should include but not be limited to:

- Incident Reports
- Previous incidents involving the student
- The students behaviour log
- What alternative interventions are available / have been tried - Why the Head Teacher feels a Cooling Off period is the most suitable option

The Head Teacher can decide on the length of the Cooling Off Period. Where there have been persistent incidents over a period of time the student may be placed on an outreach programme or in extreme circumstances a Permanent Exclusion may be considered by the Head Teacher.

All sanctions are recorded.

7.1 PERMANENT EXCLUSIONS

ALP Leicester uses Permanent Exclusions as a last resort and should consider all other sanctions before they are applied. A permanent exclusion can not be given without the consent of both the Chair or Deputy Chair of the Executive Board. For a permanent exclusion to be considered, Head Teachers must supply the Chair and Deputy Chair with as much information as possible in relation to the reasons for the Permanent Exclusion and details of what other sanctions have been applied. This should include but not be limited to:

- Incident Reports
- Previous incidents involving the student
- The students behaviour log
- What alternative interventions are available / have been tried - Why the Head Teacher feels a Cooling Off period is the most suitable option - The draft permanent exclusion letter

Full details of the permanent exclusion should be recorded on the learner's file. Parents / Careers and the Local Authority should be contacted immediately.

ALP Leicester will consider managed moves to support a learner who would otherwise be permanently excluded in order to provide them with a fresh start. The move may be to a school who are more able to meet the learners needs.

8. PASTORAL TEAM

The Pastoral Team consisting of Safeguarding, Designated Teacher, Behaviour Lead, Wellbeing and emotional support leads provide a link between school and home, to support pupils and their families through difficult periods. Fundamentally, their role is to

remove barriers for the most vulnerable children to enable them to access their education, without being disadvantaged in relation to their peers.

9. OUTSIDE OF SCHOOL

Taking part in educational visits, work experience and accessing alternative provision are all a significant part of what ALP Leicester is able to offer pupils. Every effort will be made to ensure that these experiences are offered to all pupils according to need and in all situations risk assessments will be completed in advance. A pupil may be prevented from accessing planned out of school activities where poor behaviour suggests that the pupil may put the health and safety of themselves or others at risk.

10. SUPPORT OF PUPILS

ALP Leicester believe that pupils who are hurt, abused or bullied by others in school should receive support. Pupils should feel confident that they have the right to talk to an adult in school if they are in receipt of such behaviour. See the school's Anti-Bullying Policy for further information.

The school acknowledges its legal responsibilities and duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN) and will take the appropriate action in response to any concerns.

Policy to be reviewed January 2024