



MacIntyre Academies Discovery Academy

Exclusion Protocols

Staff Responsible:

Assistant Principal (Behaviours and Therapies) and
Principal

Date reviewed:

September 2017

Date of next review:

July 2019

Discovery Academy: Behaviour Support and Compassionate Schools Policies

Protocols on consequences and fixed term exclusion

Context

Discovery Academy is a school for children and young people, aged 9 – 19 years who have social, emotional and mental health needs and/or an autistic spectrum condition. The Academy provides around 80 places across all age groups. For a child/young person to be admitted to the school, his/her placement must be agreed by a local authority (LA) and named in the child/young person's education health and care plan ('EHCP') (formerly statement of special educational needs).

Essential Reading

These protocols needs to be read in conjunction with

- Discovery's Behaviour Support and Compassionate Schools Policy
- Education Act 1996 and the Schools Regulations 2012
- Children and Families Act, 2014
- SEN Code of Practice from January 2015
- Exclusion from maintained schools, academies and young person referral units in England, DfE, 2015
- Behaviour and discipline in schools, DfE, 2014

Compassionate Schools: underlying principles

Our approach is to offer a compassionate curriculum and approach, guided by the following principles:

- We focus on building young people's wellbeing and quality of life as our primary goal.
- We believe that a young person who is motivated, encouraged and made to feel worthwhile, and given the appropriate specialist support will thrive.
- Our approaches are child centred and individualised.
- We recognise that young people with; SEN, SEMH or ASC can find it very difficult to trust, develop relations, understand and process what is going on around them, or understand their emotions, all of which can lead to significant anxiety and stress.
- We also recognise that mental or physical health difficulties, or sensory needs, can all be possible reasons for behaviours of concern.
- We believe that all behaviour has a function (or meaning) for the child expressing the behaviour – behaviours of concern are often a way of communicating. We use a scientific approach to understanding why the young person behaves in the way that they do (function).
- Restrictive practice often escalates behaviour, non-restrictive responses are likely to be more effective in a crisis, even when behaviour is high risk.
- We believe that any interventions that punish or sanction in any way are ineffective, unlikely to be understood or seen as fair by the child, and are unethical.

- We endeavour to never exclude young people.

Behaviours of concern and consequences

Our approach in the classroom is:

- Apply our rewards and consequences consistently throughout the academy (whilst being appropriate to each student's behaviour plan);
- Ensure the student knows why a reward has been gained or a consequence is being applied and the behaviour of concern that has brought it about;
- Use an appropriate consequence and provide sufficient time and / or a safe place for the student to calm down before explaining the consequence to the student.

Classroom consequences include:

- A verbal explanation as to what needs to be changed;
- If repeated, a visual indication of undesired behaviour and a need to change;
- If re-repeated, reseating in another area of the room whilst the lesson is in progress. (Ensure that 1-1 support for learning is available in line with a student's EHC plan).
- If this does not give a satisfactory outcome in a suitable time scale, and particularly if the learning of others is being impeded, then the student will go with a suitable adult to a safe place to continue work. Work may then need to be completed in a student's free time;
- Repeated behaviour that disrupts learning may lead to a change in seating arrangements in the class, increased 1-1 support in lessons, increased loss of social time and greater involvement of parents or carers to devise a new strategy for supporting the student.

Natural consequences of not completing work in lessons may include:

- Completing work at alternative times to the rest of the class;
- Needing to complete their work before starting a choice activity.

Natural consequences of demonstrating unacceptable attitudes to peers may include

- Providing specific 1-1 supervision of the student at break and/ or lunchtime rather than our more general 2:7 supervision ratio at these times;
- Change of break and lunchtime for the student if the concerning behaviour is anti-social or intimidating to other students;
- Repeated behaviours of concern will require the student to work with / be supervised by a senior leader and a subsequent meeting with parents /carers.

Fixed Term Exclusion

Fixed Term exclusion is a last resort and is solely at the judgment of the Principal (or Two Assistant Principals if acting in the Principal's absence). The CEOs consent will be sought in such situations.

No exclusion is made without a conversation with the young person or their parent / carer.

The rationale for such an exclusion is to give time to make reasonable adjustments / change provision / procedures / the physical environment to stop a repeat of the behaviour. This is in the context of budget and time restrictions).

All exclusions are followed up with a re-admission meeting at a time to suit the family, for example, after work one evening for readmission the following morning.

The Academy will follow the DfE guidance on discipline and exclusions and ensure that decisions are conveyed in writing with the right of appeal stated. See <https://www.gov.uk/school-discipline-exclusions/discipline>

The Academy follows WCC paperwork guidance for exclusions <https://www.warwickshire.gov.uk/exclusions>