



MacIntyre Academies

Venture Academy

Behaviour Support Policy

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1. Policy Scope / Introduction

Behaviour is at the forefront in our everyday lives. It provides us with a means of communication in different ways to meet the needs of our students. At Venture Academy, part of MacIntyre Academies (MAT), we understand that our students face different barriers to life, both inside and outside their educational setting which may trigger many different behaviour responses. This policy outlines our approach to positive behaviour support in line with the school's and trust's policies and procedures, with a person-centred approach and with the best intentions and interests of each student at the forefront of what we do at Venture Academy.

This policy should read alongside the MAT Compassionate Schools Policy, the Venture Safeguarding Policy, the Venture Pupil use of Mobile Phones Policy and the Venture Exclusion Policy.

2. Aims of the school

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school. This policy is therefore designed to support the way in which all members of the school community can work together to create an environment where everyone feels happy, safe and secure.

This policy has been designed to promote positive behaviour and ensure that young people are safe, and their welfare promoted, whilst respecting the different challenges they face. All of the pupils that come to us will have an Educational Health and Care Plan (EHCP) and face challenges within their developmental areas of the plan; Social, Emotional and Mental Health, Communication and Interaction, Cognition and Learning and Sensory, Independence. Many of our pupils have additional Special Educational Needs (SEN) that may also connect further developmental, social and communication challenges. These challenges often create barriers to not only their learning but their day to day living also.

We aim to achieve this through:

- Establishing clear expectations of behaviour
- Create a positive, safe and encouraging learning environment for all.
- Ensure students feel confident in communicating effectively and be able to express their emotions in ways that are safe
- Encouraging pupils to conduct themselves in a responsible, reflective and self-disciplined manner
- Providing opportunities to develop empathy and, caring about the needs and rights of others.
- All students and staff being treated with respect, to prevent all forms of bullying and repair relationships
- Reduce risk and minimise the need for restrictive physical intervention (RPI).
- Working together with parents / carers to create a partnership between home and school.

The behaviour policy at Venture Academy is based on the following considerations:

- We are compassionate towards young people and their families, and each other. We are committed to compassionate teaching principles.

- We are non-judgemental and have unconditional positive regard for young people and their families. We believe that you ‘get more of what you focus on’ so we always build on positives, reward and reinforce positive behaviour.
- We focus on building young people’s wellbeing and quality of life as our primary goal.
- Every young person should have a strong sense of belonging. Positive contributions to the school community are widely celebrate.
- 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 person centred and individualised.
- We endeavour to never to suspend or exclude young people, however in some circumstances this may be required
- We believe in a ‘team around the young person’ approach, where partnership with families and professionals and coproduced plans are key.
- 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 concerning behaviours.
- We believe that all behaviour has a function (or meaning) for the young person expressing the behaviour – concerning behaviours 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).
- We believe that any interventions that punish or sanction in any way are ineffective, unlikely to be understood or seen as fair by the young person, and are unethical.
- We understand that restrictive practice often escalates behaviour, non-restrictive responses are likely to be more effective in a crisis, even when behaviour is high risk.
- We focus on and prioritise learning targets that maximise young person’s well-being and quality of life, rather than those that aim to reduce concerning behaviours.
- We embrace restorative practice and learning from all incidents. We recognise that concerning behaviours can be stressful. We provide good debriefing for everyone, including the young person and onlookers, to help people deal positively with their emotional response and learn to do something different next time.
- We recognise that young people who show concerning behaviours can be increasingly vulnerable to intentional or unintentional abuse. We seek to achieve an open and reflective culture where abuse is less likely to exist.
- Our policy and practice safeguard young people, staff and the wider community from harm

3. Our Vision

Our Ethos for our school is that we all work together to ensure that we provide:



Where pupils find it difficult to be or feel safe, we have a duty to respond to them and this document lays out how we endeavour to do that.

4. School Ethos

With a holistic approach and high expectations set for all members of our community, we develop a greater understanding of the challenges our pupils may face. We understand each individual has a different range of behaviours and differing levels of ability to learn and contain information. These are outlined in their EHCP, and progress is monitored through our data systems.

Venture Academy operates a school-wide positive behaviour system. This is a three-tiered system of support.

Level 1 responds to emerging and lower level behaviours. It is dealt with via a whole school approach and the culture of the Academy in general. The needs of pupils displaying Level 1 behaviours are generally met through universally available services in the school (classroom management, behaviour support and positive reward systems). Also, this is followed through with parental/carer telephone calls and meetings if it persists.

Level 2 responds to behaviours that require the support of specialist services in the school. This may include referrals to the Compassionate School Coach, additional assessment and support from Therapy Teams and SEN specialists or holistic interventions from the Family Footings Facilitator.

Level 3 responds to behaviours that require an immediate response from staff, particularly the Compassionate Schools Coach, in the short term via our in-house multi-agency response through our Venture Team Around the Child Meetings, and then through collaborative working partnerships with external agencies.

At Level 1, a consistent whole school approach to behaviour management is delivered and the promotion of the key behavioural expectations is evident across all settings. The basic behavioural expectations at Venture Academy are very simple, and they are evident through all areas of the school. They are:

| | | |
|---|---|---|
| <p>Ready</p> <p>Attend School</p> <p>Wear school uniform</p> <p>Be where you should be, at the right time</p> <p>Have everything you need to learn</p> | <p>Respect</p> <p>Listen to others</p> <p>Respect others opinions, culture and beliefs</p> <p>Be respectful with the words we use</p> <p>Acknowledge your own, and others achievements</p> | <p>Safe</p> <p>Listen to staff instruction</p> <p>Stay in the area you should be</p> <p>Keep yourself and others safe from harm</p> <p>Keep your environment tidy</p> <p>Inform staff of hazards</p> |
|---|---|---|

Through these three simple expectations, linked to our commitment to the principles of being a Rights Respecting School, pupils are able to recognize that safety is important in their daily school lives, respect is expected and deserved in all directions and being ready to learn will make them ready for their lives Venture. These expectations are shared with pupils and clearly displayed around the school and referred to by staff and pupils both during lessons and within the wider environment of the school, furthermore every student has an MPP that provides information on every student to support their needs. The rewards system is linked to these expectations and clearly applied to the absence or disregard of these behavioural expectations. Positive behaviour is monitored to motivate pupils and the school operates a system of Dojo points for rewards trips and Celebration Assemblies Termly.

At Level 2, the pupils are supported through referrals to additional services that can complete targeted intervention to address additional needs. Access to Level 2 support is achieved through referrals and discussions at Behaviour, Attendance and Support meetings and Safeguarding meetings.

These services include:

- Compassionate Schools Coach – Positive Behaviour Support specialist who can support pupils and staff in line with pupils' Positive Behaviour Support Plans.
- Therapy Teams – Qualified in house staff who provide bespoke therapy-based intervention based on trauma informed practices and adverse childhood experiences.
- Family Footings – Safeguarding and Wellbeing practitioner who co-ordinates much of the liaison with the local authority, pupil's families and support the holistic welfare of pupils whilst on site.
- Assistant Principal (with SENCO responsibility) – Our SEN specialist who looks after Education Health Care Plans, curriculum differentiation and pedagogical strategies for pupils with additional learning needs.
- Outreach Worker – Our Outreach Worker supports all our students who struggle with behaviour and attendance concerns.

At Level 3, pupils are supported through a collaborative response due to the needs they are presenting with. In terms of behaviour, this could include sanctions up to and including exclusion, in liaison with the local authority, or complex plans of support, drawing on the expertise of a number of teams and agencies to address high level needs. Pupils may progress through the different levels, either because their needs change or develop, or intervention at a lower level does not provide the desired outcomes of minimising disruptive, unhealthy or unacceptable behaviours

5. Responsibilities

The role of the Leadership Team

- It is the responsibility of the Principal and Leadership Team to implement the Behaviour Policy consistently throughout the school and to report to governors on the effectiveness of the Policy. The Principal and Leadership Team support staff to actively promote the conditions for pupil success in the school. They will set the expectation of a high standard of acceptable behaviour from all in the school. The Leadership Team are responsible for ensuring that school rules and codes of conduct are developed, which influence the Behaviour Policy but must consider any guidance given by the Local Authority Board and wider Governing Body within the Trust.

The role of the teaching staff

- To ensure that the curriculum and environment are monitored to ensure the promotion of good behaviour.
- To provide an effective curriculum appropriately differentiated to stimulate and engage the pupil, maintaining an orderly learning environment. It is important that teachers have high expectations of all their pupils for both achievement and behaviour. A calm and orderly school is fostered when teachers are constructive and positive, when they are specific about what behaviour is expected of a pupil and what is unacceptable.
- Pupils are likely to behave and learn better when they feel responsible for their learning and capable of success. Pupils should be encouraged under the guidance of the teacher to set and organise learning goals for themselves, reflect on their own progress and work cooperatively with their peers.

The role of all staff

It is the responsibility of all staff to ensure that the school values are promoted in both classrooms and the school environment, ensuring that pupils behave in a responsible manner during the school day.

All staff will:

- Follow the school's practices and procedures
- Develop a deep understanding of each child and how best to support them (My Personal Plan (MPP), Risk assessments, Safety Plan; liaise with outside agencies)
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Establish clear routines and model good practice
- Set clear goals/objectives, making sure all pupils understand them before an activity starts Start and end lessons on time
- Minimize interruptions to learning, through the school's universal approaches to manage behaviour as well as adopting strategies outlined in each pupil's Positive Behaviour Support Plans.
- Communicate expectations of behaviour in a variety of ways

- Deal with behaviours that concern quickly and calmly so that the pace of learning is not lost.

6. Defining positive behaviour

Positive behaviour is that which is appropriate to the situation and does not have a detrimental effect upon the individual concerned, others around them or their environment.

Key Principles

- Teaching, promoting, and supporting appropriate behaviour needs to be an integral part of routine practice in everyday school life.
- Building safe trusting relationships with our pupils will give us as staff the best opportunities to minimise risk and prevent, teach and reinforce positive behaviour.
- Modelling positive behaviour and consistent support throughout the day is a key factor in promoting positive behaviour
- Through the use of restorative practices and other resources available we can support our pupils to develop a greater understanding of their emotions and create strategies together to increase positive outcomes in future.
- Working with a holistic approach, staff must work closely with families, carers, practitioners and external professionals, with a high standard of communication, to gain a common understanding of our pupils needs and agree to appropriate strategies to promote positive behaviour.
- Positive behaviour supports children to be better able to learn.
- Positive behaviours should be appropriately recognised and celebrated. We try to take a pro-active rather than reactive approach to support our students so that we are able to build a good understanding of what support works well for them at different stages of their regulation. We understand that each child is different, and each child will react and respond in different ways when trying to communicate a need.
- All students have an individualised 'My Personal Plan'.
- They are reviewed and updated regularly by the staff that support them and know them best.
- The plans have a strong focus on understanding the student and identifying the most beneficial strategies and responses to use to support them to minimise the risk of anxiety, stress or crisis behaviours.
- They outline how we should respond to a student who needs support after an incident where they may have experienced high levels of stress and/or anxiety.

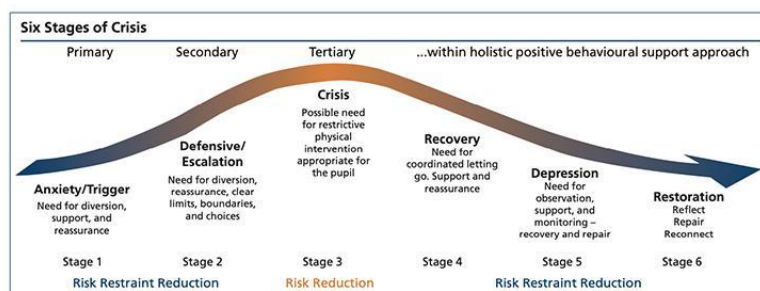
7. Pupil Centred Plans and Positive Behaviour Support

Family Footings Facilitators offer transition support to pupils before they join Venture. As part of this process we will have obtained a range of supporting information that allows us to begin to develop 'My support plan'. These are working documents that are individualized for each pupil to attempt to achieve a better understanding of their needs, with the intention of gaining the best outcomes for each of them and their best interests in mind.

- Plans are created and agreed by staff that work closely with the pupil.
- Staff work closely with families, carers and external professionals to develop a greater understanding of the strategies that may work for the pupil.
- Plans display our responses to known behaviours and any strategies that are in place for the pupil.
- Risk assessments are developed from the possibility and severity of known behaviours displayed from the pupil. These are linked with MPP plans. The risk assessments identify the different environment in which our pupils will access and what our responses are to minimise the risks.
- Plans and risk assessments are updated regularly to ensure we maintain consistency for the pupils as things can change quickly.
- Data analyses from our reporting and recording system allows us to identify patterns of behaviour and provides information that also help create a detailed plan for each pupil.

Responding to our pupils

We know that behaviour can be the only form of communication a child can share at certain times. We work with an understanding of the stages of crisis as the image shows below.






We try to identify what may trigger such experiences in the hope that we can support our students before they arise. This is through analysis of patterns in behaviours. In all we do to support our students, especially through our PSHE lessons, we aim to give our students the skills and ability to identify and manage their emotions to then make better decisions.

To support regulation in our classrooms we use Zones of Regulation. These are well-researched schemes for categorising how students might feel, focusing on levels of anxiety and arousal. When students can communicate with trusted adults about how they feel or what level they may be at, adults can respond and support proactively. We build our pupil-centred plans around the language used in the Zones of Regulation.

The ZONES of Regulation™ Reproducible E The Zones of Regulation Visual

The ZONES of Regulation™

| | | | |
|---|---|--|--|
|  |  |  |  |
| BLUE ZONE Sad Sick Tired Bored Moving Slowly | GREEN ZONE Happy Calm Feeling Okay Focused Relaxed | YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control | RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control |

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8. Restorative Practice at Venture Academy School

All staff at Venture Academy have had training on using restorative scripts and understand the importance of restorative practice within an SEMH environment. The majority of restorative conversations will take place with form or classroom teachers in the first instance. Referrals can be made to the pastoral Assistant Principal and or compassionate schools' coach

In March 2022 a parental seminar took place to teach parents how to use restorative practices in the home environment with a particular focus upon restorative scripting and restorative mindsets away from the classroom environment.

9. Referral Pathways

Students can self-refer for support any member of staff. Parents and Carers can also make a request for Restorative Intervention via the school office. Many issues will be supported by the pastoral team who will use Restorative Practice as part of their everyday practice in responding to peer conflict and relationship issues. Venture Staff may choose to use restorative conversations when talking to students about an incident or concern raised. A record of this intervention will be kept on the CPOMS system.

Some students will require a more intensive approach, using restorative circles. The value of using restorative circles are:

- Everybody has a chance to speak and BE HEARD.
- Everyone FEELS SAFE to express their thoughts and feelings.
- Everyone FEELS INCLUDED and has the same opportunity regardless of age, role, experience etc.
- Everyone FEELS VALUED if not always agreed with.

Restorative Action should be included (where appropriate) as part of the support plan for students who have been excluded from school as part of their reintegration requirement. This

is especially relevant for any students who have been excluded as a result of violent or aggressive behaviour towards a peer or member of staff.

*any disclosures made during restorative conversations or circle time will be reported following Venture Academy and local authority safeguarding policies.

10. Restorative Preparation & Evaluation

Restorative Practice should take place within 5 school days of any incident to ensure its effectiveness however, some students may require time to reflect following an incident to ensure they are ready to engage with restorative interventions.

Students with special educational needs, may need support prior to the intervention taking place. Students who have social communication needs will need access to an advocate or keyworker who can help them to understand what the process is that they are taking part in and how it will work for all parties involved.

Students will work with Venture Staff to help resolve a situation, should be asked if they are willing to participate. Venture Staff can work with any year group at a time that is appropriate for them. Students may be taken out of lessons to complete the restorative intervention, but teachers must be warned in advance that this is taking place. Some students maybe requested to participate before school, during lunchtime or after school (when using an after-school session parents will be informed in advance). Staff leading the Restorative Circles should provide an evaluation of each session and monitor the impact for up to 6 weeks after the intervention has taken place. Via CPOMS.

The impact and overall effectiveness of restorative practice could be evaluated in the following ways:

Immediate:

- The school is aware of a problem and is putting in appropriate support in response.
- Students feel listened to and supported to deal with an incident or issue immediately. (student voice)
- Parents / Carers acknowledge that the school is responding to a reported issue in a timely and effective way, providing feedback to parents /carers. (parent voice)
- There is a reduction in the level of anxiety, stress, anger or distress the incident would have caused without the intervention. (student voice)

Short Term:

- A positive, trusting relationship is established between a group of students and Venture Staff
- The situation is monitored over a period of time to ensure the resolution is 'holding.'
- Consistency of staff involved with any ongoing or further incidents.
- Venture Staff have the support of a procedure in place to respond to ongoing incidents of peer conflict.

- Communication between home and school leads to greater parental confidence.
- There is a focus on impact and reintegration rather than blame and punishment for those who have been excluded. Improving relationships between adults and students in school.

Medium to long term:

- Students feel confident in resolving any future conflicts or issues in a restorative manner without the need for adult intervention
- Students are more resilient and less likely for any incidents to have a long-term negative impact on their emotional wellbeing. (case study see appendix e)
- Reduction in the number of repeat incidents of aggression and violence (data)

11. Equality for All

We understand and respect that all of our students are different and provide a school experience that is accessible and appropriate for all our students. Through careful monitoring, should it present itself as necessary, we will seek the support and guidance of other professionals such as:

- Educational Psychologist
- Educational Welfare Officer
- Social Care
- Art Therapist
- Talk therapist
- Drum Therapist
- Speech and Language Therapist
- Mentoring

12. Parental Engagement

At Venture Academy we realise the importance of the engagement of parents in support of the school. It is important that parents are given positive and negative feedback on a regular basis regarding their child's behaviour. Listed are the formal ways in which contact will be made regarding behaviour with parents.

| | |
|------------------------|---|
| Telephone Calls | Parents will receive phone calls regularly from teaching and mentor staff regarding behaviour. (all phone calls will be logged on CPOMS) |
| Emails | Parents will receive weekly emails (if requested) listing any behaviour incidents that have taken place in school throughout the week. |
| Post | Parents who do not have access to email will receive weekly correspondence listing any behaviour incidents that have taken place in school throughout the week. (if requested) Parents will also receive behaviour postcards/certificates to recognise good behaviour for learning |
| Face to Face | Parents are invited to a termly parental consultation. |

| | |
|-------------|---|
| | <p>Parents are invited to join the monthly parent forum to discuss any issues that they are having. (once system is fully reviewed)</p> <p>Parents will be invited to reintegration meetings after any formal exclusion.</p> <p>Parents may be invited into school to support the behaviour of their child, this can be in the form of a restorative meeting, restorative intervention or even to support within the classroom environment.</p> |
| Dojo | Parents receive regular positive updates via class Dojo from classroom and form teachers. |

13. Praise and rewards

At Venture Academy we believe that the key to promoting positive behaviour is through praise and rewards. There are numerous ways in which we reward students for different aspects of their behaviour for learning. These are broken down into short term, medium term and long-term opportunities to achieve, this helps us engage even the most disengaged student.

14. Venture Academy Class Dojo Rewards System

Students at Venture Academy can achieve Dojo points in every lesson. These points are based around the **Ready, Respect, Safe** agreed behaviour rules and the Individual EHCP targets of each child.

Students can also gain bonus Dojo points for going above and beyond expectations in lesson. Points are weighted for each of the categories as show below in the chart.

| Category | Dojo Point Weighting | How to achieve |
|------------------|----------------------|--|
| Above and Beyond | 3 | Completing or making a good attempt at a piece of work that was thought to be impossible by the student. |
| Ready | 1 | Be at the right place at the right time, ready to learn, in uniform, all equipment with them ready to learn. |
| Respect | 1 | Listen to others, respect others opinions, culture and beliefs, be respectful with the words we use, acknowledging others and own achievements. |
| Safe | 1 | Listen to staff, stay in the area where you are supposed to be, keep yourself and others away from harm, keep your environment tidy and advise staff of any hazards. |

Venture Staff will record points at the end of every lesson using the class Dojo app. Students will take an active part in points being awarded and there will be a discussion the end of each lesson.

Each class will agree a target with the Pastoral Assistant Principal and their form tutors (different for each class in the school, based on numbers in class, attendance etc). Students will then also be able to nominate a class reward that they would like to work towards as a team. As an example, class A could set a target of 400 points and if they achieve they as class they could visit a waterpark as a class group. After each reward the class total will begin at zero again and a new target will be agreed.

Parents/carers have been granted access to their child's Dojo account and will be able to keep track of their progress throughout the year.

Praise Assemblies will occur every half term, to celebrate the success and achievement of all our students. Awards will be based on different areas, being attendance, work/attitude towards learning, above and beyond and pastoral awards based around The Macintyre Values of: **Ambition**, **Compassion** and **Partnership**

Praise Postcards are to be sent out to parents and or carers on a regular basis, to illustrate outstanding achievement in a variety of areas, such as the curriculum, the Macintyre Values and the agreed behaviour rules of Ready, Respectful and Safe.

15. Physical contact with students

Restrictive Physical interventions

At times staff will be required to use physical contact to restrain a student. Staff are trained in the use of Team Teach and regularly update their training. Venture Academy seeks to avoid physical contact to restrain or control a student and should always consider carefully the likely risks of not acting. Staff should never use physical contact simply to exert their authority in a situation but may use physical force if a student is, in the judgement of the staff present, at risk of causing harm to others or to themselves.

The following constitutes the approach that the school takes in this area and is in line with and draws from Department for Education guidelines

What is reasonable force?

- Force is usually used either to control or restrain. This can range from guiding a student 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;
- Force should be 'reasonable in the circumstances' which means using no more force than is needed and withdrawing from physical contact as soon as possible;
- Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm. Restraint means to hold back physically or to bring a student under control. It will only be used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention or when a student is a clear danger to themselves or others;

- 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 student.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force but when they do so, they must act in accordance with the policy of the school;
- Volunteers, parents or older students who find themselves in supervision of students must not use physical force unless requested to do so by a member of staff. All pastoral staff and senior leaders, and most teaching staff are trained in the appropriate use of restraint and conflict resolution.

When can reasonable force be used?

- Staff may use force to prevent pupils from causing harm to themselves or to others, to prevent damage to property, or from causing disruption;
- The decision on whether or not to physically intervene is down to the professional judgement, and the dynamic risk assessment, of the staff member concerned and should always depend on the individual circumstances. Staff should go as far as possible to avoid the use of physical force and should always seek to use alternative methods to bring situations under control. Staff should have an appreciation that in some situations the use of restraint can add tension to a situation rather than defuse it. In addition to situations where students pose an immediate risk to themselves or others, staff at Venture Academy may use physical force to:
 - prevent a student behaving in a way that causes serious disruption to a school event or activity;
 - prevent a student from leaving the classroom where doing so would risk their safety or lead to behaviour that disrupts the behaviour of others. It is not lawful for physical force to be used as a punishment.

Recording, Reviewing and reporting the use of force

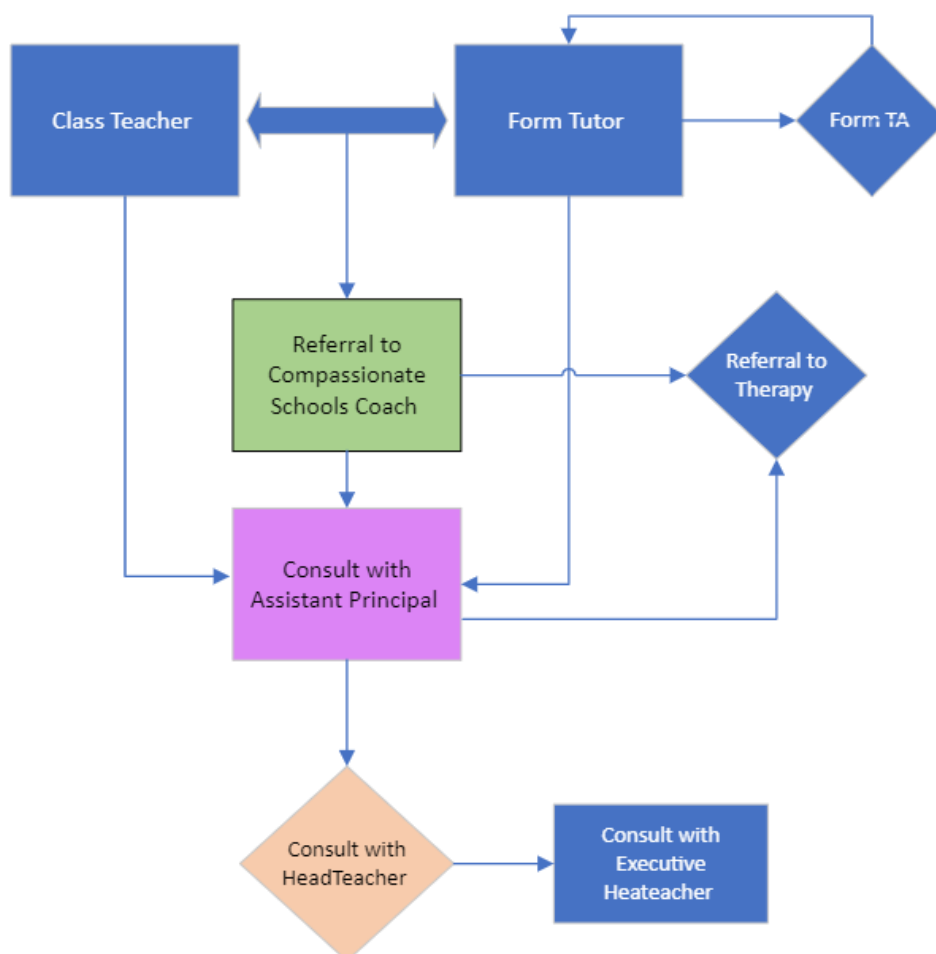
Following a situation where physical force has been used, the following process, normally led by the Head of School, will be followed:

Recording: Written statements provided by all staff involved recorded on CPOMS, review of CCTV where possible. A log will be stored on the school system. Parents will be informed that the incident has happened;

Review: All reports are read and reviewed by the Head of School.

Reporting: A restorative meeting will be held with all parties involved to ensure every person involved is heard. All incidents of Restrictive Physical Interventions will be reported monthly to the Academy Trust.

16. Waves of Intervention



17. Exclusions and Cool Downs

As a restorative school we will endeavour not to use suspensions and exclusions and cool down periods, however in certain circumstances it may be imperative to implement a short-term suspension/cool down period. When this is the case students, and their parents will take part in a restorative re-integration meeting to ensure that they are ready to return to school and that they are part of the plan to move forward. This will be part of a graduated response to behaviour issues.

Suspensions may occur for the following reasons / incidents

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist and homophobic abuse
- Abuse against sexual orientation or gender reassignment

- Abuse relating to disability

A pupil may be suspended for one or more fixed periods¹⁴ (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of Venture' Academy's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

Where suspensions are becoming a regular occurrence for a pupil, Venture will consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, pupils still receive their education. Venture will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension.

The legal duties to pupils with disabilities or special educational needs remain in force, for example, Venture will make reasonable adjustments in how they support disabled pupils during this period.

In exceptional cases, usually where further evidence has come to light. A 'fixed period' means that a suspension on disciplinary grounds can't be open-ended but must have a defined end date that is fixed at the time when the suspension is first imposed. A further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).

The decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy;
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, Venture will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) will also be considered.

Glossary

Compassionate Teaching Principles

We foster positive relationships between pupils and staff, ultimately teaching pupils to be safe, healthy and successful.

Child Centred Approaches



Our schools offer a holistic curriculum. At the centre of the model is young person-centred practice because we place the young person at the centre of everything we do.

This diagram identifies the essential components of a young person-centred curriculum. All of these elements promote improved wellbeing and understanding of self, whilst overcoming barriers to learning. Some schools might call this pastoral support, for us it is central to our practice, it is an integral part of learning to be safe, healthy and successful.

Wellbeing

The state of being happy, comfortable or healthy, how well the person's life is going. Wellbeing is subjective and relates to people's experiences, feelings and perceptions of how their lives are going. High wellbeing is positive whereas low wellbeing is associated with poor life outcomes.

There are several types of defined wellbeing; physical, social, economic and psychological. The impact of all four is referred to as general wellbeing.

General wellbeing can be improved through 5 ways: Connect, Be Active, Take Notice, Keep Learning and Give (NEF 2008).

Concerning behaviour

Throughout this policy we use the term concerning behaviour to describe behaviours which have a negative impact on a person's quality of life. The term concerning behaviour has been chosen as an alternative to challenging behaviour, behaviour that challenges, or harmful behaviour which are frequently used in our sector. We have chosen to use concerning behaviour to make it clear that this includes self-injurious and self-harming behaviours that may not pose such an obvious challenge to others, and to support staff to develop empathy for the person exhibiting the concerning behaviour as opposed to viewing them as a challenge.

Safe and Healthy Behaviour

We want young people to have improved wellbeing and quality of life, which will lead to them exhibiting more safe and healthy behaviour, this will be a key part of many Individual Education Plans (IEP's). We define safe and healthy behaviour as having the following qualities:

- We define 'safe and healthy' behaviour as having the following qualities:
- Considerate - to show understanding, care, love and pride for ourselves and other people.
- Respectful – to respect ourselves and others regardless of differences. To be considerate of others feelings.
- Ambitious – to want to do the best we can, even if it means putting ourselves outside of our comfort zone.
- Resilient – to strive to do our best. To recognise that failure is an opportunity to learn. To bounce back when things get tough.

However, 'safe and healthy' behaviour will look different for different young people. For some these will be longer term goal with a significant amount of support required to help them on this journey, however we will not lose sight of this aim.

Team around the Child

A small individualised team is established around each young person and their family. The team is more effective, creative, knowledgeable and powerful than the individual people in it. Typically, members might include, parents/carers, extended family, therapist, teacher, school senior leader, social worker. Membership is kept low so that it is young person and family-friendly and not intimidating.

The purpose of the team is to prevent fragmented and disjointed work. The benefits are that we:

- View the young person as a whole
- See the young person within the bigger systems of close and wider family and community
- Bring together the people closely involved into a whole intervention/support system around the young person and family
- Integrate, as appropriate, separate treatments, therapies and educational programmes into a whole approach

Team around the Group

All class teacher and HLT/TA's meet as a team to support students in different groups to help identify concerns and strategies to support this for more consistent practice.

Restrictive Interventions / Practices (Last Resort Strategies)

- Interventions that may infringe a person's human rights and freedom of movement. These may include:
- Physical intervention - Any direct physical contact where the intervener's intention is to prevent, restrict or subdue movement of the body, or part of the body, of another person.
- Time Out - a specific behavioural intervention where positive reinforcements are restricted as part of a behavioural programme.

- Seclusion - The supervised containment of a person in a room. Its sole aim is to contain severely disturbed behaviour which is likely to cause harm to others. (DH, 2008)
- Environmental Restraint - Where individuals or groups of people are prevented from moving freely by placing obstacles, barriers or locks in their way. Where this containment is within one room without access to basic needs (toilet, drink etc.) then this is defined as seclusion (see above).
- Chemical Restraint - The use of medicine which is prescribed and administered for the purpose of controlling or subduing aggressive/disturbed behaviour.
- Mechanical Restraint - The use of a device to prevent, restrict or subdue movement of a person's body, or part of the body, for the primary purpose of behavioural control. This includes the use of arm splints and protective headgear to prevent severe self injury.
- We specifically prohibit the use of seclusion or face down restraints as we regard these as unacceptable interventions.

Rewards

The positive promotion of behaviours is central to this policy. Rewards offer a clear system of rewarding positive social behaviour and behaviours that support learning.

Sanctions

A penalty for disobeying a rule or law, also known as punishment. e.g. a letter home, detention, a telling off, prevention from doing an activity as a form of punishment.

Our schools will not have sanctions bases systems, or a one-size fits all set of consequences for concerning behaviour. Rather individuals PBSPs will identify the most appropriate responses to concerning behaviour, and actions that will be taken to safeguard the pupil and others from such behaviour.