
Behaviour Policy

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Contents

1. Policy and Procedure Appendix

A. Flow diagram

B. Restorative conference procedure

C. Exclusion Procedure

D. Code of Conduct

E. User Guide to Behaviour reporting on Behaviour Watch

F. Glossary of Terms

1. Policy

1.1 Vision and Principles

The vision for Exeter Royal Academy for Deaf Education (The Academy) is to see Deaf people valued by themselves and their society. Being confident, well educated, independent, and able to communicate, with good and appropriate employment and housing. We are committed to ensuring that all students, staff and any other parties at The Academy are provided with an environment in which everyone is treated with dignity and respect regardless of their age, race, sexual orientation, religion/belief, gender or disability.

Guiding Principles:

We are committed to creating an environment in which all Deaf children and young people can flourish and feel safe.

Our prime concern is always student's welfare and achievements, whilst maintaining a purposeful and caring learning environment. We believe that everyone has the right to feel safe and to be treated with respect and compassion always, whilst sharing an understanding that we all have a responsibility to ourselves and to others.

Here at the Academy we understand the importance of unconditional positive regard.

We accept and support students exactly as they are. We seek to understand behaviour and support our students in learning to manage themselves and their behaviours in a positive and socially acceptable manner.

Academy Aims:

- **Language and Communication** - To provide Deaf young people with the communication skills they need. The Academy is a place where everyone can understand and be understood.
- **Excellence and Ambition** - To build successful, independent Deaf lives through education and care, tailored to the unique needs of each Deaf young person. Delivered in a warm, nurturing and inspiring learning environment.
- **Confidence, Independence and Safety** – to enable Deaf young people to engage with the world confidently, safely and be able to make well-informed choices. Whilst in our care they can expect to be happy, safe and inspired to succeed.
- **Identity and integration** – to build a proud Deaf community strongly connected with the non-signing world.

Academy Values:

- **Communicator** - Communicates effectively, enabling all to understand and to contribute.
- **Caring** - Putting an individual's welfare at the heart of everything, enabling everyone to be safe and to be treated with thoughtfulness and consideration.
- **Respectful** – All languages, cultures, beliefs, individuals and roles are treated with dignity and valued equally.
- **Committed** - Developing and delivering effectiveness and skill through determination, dedication, resilience, time and patience.
- **Positive** - A hopeful and encouraging attitude, believing that real progress and change are always possible
- **Ambitious** - Setting high standards, aspiring for excellence and always looking to improve.

1.2 Context

Children who are born or become Deaf have additional challenges in life that require extra support. We know that 97% of Deaf children are born to hearing parents and often this can result in our young people not learning a language in the crucial first years of their lives. A delay in language acquisition can impact not only communication, but also cognitive skills.

Young people who have been placed at The Deaf Academy can be far from home and may have had experience of violence, aggression or challenging situations from family, peers or strangers in the community. They can feel insecure, anxious, upset, frustrated, excluded or they may have no understanding of their own feelings and emotions and how to manage them. This can lead to them feel frustration, anger and anxiety towards others.

Young people can also suffer from mental health challenges including post-traumatic stress disorder, learning disabilities, attachment disorder, neurological damage or many other forms of challenging personal circumstances. This can mean they are not able to manage with everyday decisions and choices, possibly resulting in students showing signs of being emotionally dysregulated.

Some pupils, because of emotional, social or additional special educational needs, exhibit behaviour that is outside the norm for our general student population. Where this is significant, additional or different approaches may be necessary to enable individual pupils to integrate behaviourally and socially to enable individual pupils to successfully interact with their peers, and to make optimum use of the learning and recreation opportunities offered with the minimum disruption to others. Where pupils have additional social/emotional needs, then such pupils have specific short-term behaviour targets. These targets are reviewed and coordinated by the staff team. Some pupils with additional social/emotional needs may be outside the usual behaviour management policy where these are not felt to be conducive to eliminating unwanted behaviour.

1.3 Behaviour Management Approach

Due to the wide spectrum of learners at The Academy, we have adopted an integrated approach to behaviour management. The focus will always be to understand the cause of behaviours – and remembering that all behaviour is a form of communication.

Our core two aims being:

1. **Aspiration** - Ensuring that we set high standards of behaviour for our learners to enable them to maximise their potential.
2. **Inclusion** - Recognising the diversity of learners' additional needs, backgrounds and aspirations within our student body and the need to ensure that we are inclusive in our approach.

To this end we had adopted a dual pathway which includes both a disciplinary and restorative approach to enable flexibility to meet learner needs.

See Appendix A

Principles of the restorative approach

The principles of the restorative approach allows children, young people and staff to take responsibility for the impact of their behaviour on other people, by providing space and time that allows a fair process of communication. This process involves discussion with those involved in an incident to ascertain what happened and what was the impact caused; leading on to an opportunity for choices to be made to repair the harm and allow closure, providing resolution to conflict.

- Building and nurturing relationships.
- Listening to unmet needs of those in conflict.
- Repairing harm done to relationships through inappropriate behaviours.
- Considering everybody's needs in the process.
- Recognising responsibility for behaviours.
- Encouraging accountability for those behaviours (actions)
- Developing emotional literacy by providing a safe forum for people to express difficult emotions
- Promoting positive lifestyles, reducing risk taking behaviour and attitudes.

Types of Restorative Approach:

1. Restorative Discussion

This is often used when incidents happen in front of member of staff and can be managed immediately in a safe and supportive manner. This can be something as simple as an apology or acknowledgement of what has happened. The Restorative Discussion must be written up by the member of staff involved, with all outcomes included.

2. Restorative Meeting

This is a more structured conference where those whose behaviour led to an incident have agreed to take part in a meeting, as well as those who may have been harmed by the incident. In some situations, a Restorative Meeting can take place when some, but not all of those involved, have agreed to take part.

3. Repair and Reparation

This approach is more common when a young person has damaged or taken something. In this situation it would be voluntarily agreed with the parties involved, along with a senior manager that the young person can help to clear up, repair or repay for any damages or losses.

Consequences

A restorative approach is not appropriate when there has been significant harm caused, or when a criminal sanction may be applicable.

Additionally, a restorative approach is not appropriate in the following circumstances:

- If the young person is presenting immediate risk.
- The young person is refusing to cooperate in a restorative approach.
- The young person is persistently behaving in the same way despite restorative approaches being used previously.

Permissible consequences to significant incidents

Providing a safe space allowing the student to calm and reflect on their actions and process any information given as to reason why their actions were inappropriate.

Loss of privileges or restricted free time if a student's behaviour and attitude is felt to be unsafe by putting themselves or others at risk. Activities can be delayed or alternative options given allowing students to change their behaviour.

Reparation to make amends for a wrong doing, by providing payment or other assistance to those who have been wronged.

The PACE Approach – an Academy wide initiative

What is a PACE attitude?

- Playful – using an open, spontaneous playful stance; using a story telling voice/facial expressions rather than a lecturing voice/facial expressions. This creates a safe space where

the young person can tell their story without feeling judged and where they are encouraged to explore.

- Acceptance - of the young person's internal perspective. Whether or not you personally agree with the young person's behaviour, this is about accepting the thoughts, feelings, wishes and perceptions of the young person, recognising them to be valid as they are their perceived reality.
- Curiosity – exploring the cause of the poor behaviour with non-judgemental questions to understand their motives. So instead of saying 'Why did you do that?' – Which implies criticism, you might say 'I wonder where you learnt that?' or 'Help me to understand why that is...'
- Empathy – making sense of and experiencing the internal world of the young person and how they experience what is happening. To be empathetic, you have to be able to feel with them, to genuinely connect with the bad feelings they are experiencing.

The purpose of PACE is to enable staff to have a conversation with young people who have experienced trauma, which:

- helps the young person to express him or herself
- helps the young person to understand his/her emotions
- enables staff and young people to have a shared understanding of the young person's actions.

By using the PACE principles staff are able to understand how previous or current trauma is affecting the behaviour of young people.

Differences in approach from Residential Care and Education

Residential School and College Care provisions will follow the same Behaviour Policy as Education. However due to the nature of the setting, residential care will adopt different approach to managing certain situations should they occur.

Residential care staff acknowledge that our Deaf young people have additional challenges in their lives and need support to manage and self-regulate their behaviour. These Young People may not have the language skills, cognitive ability or life skills to fully express themselves or understand the complexities of building positive relationships. The use of PACE principles requires that staff approach from the perspective of understanding what is happening for the young person in distress.

Residential Care - Relationship with Education (School)

As with schools whose pupils are returning home each day, we value support from and dialogue with parents/carers. From time to time, it may also be necessary for care staff to take the role of supportive parent in order to re-inforce the message that learning and behaviour are important at all times and not just during the school day. This may mean having praise, rewards or sanctions in care related to achievement or negative behaviour in school. For example, in liaison with school staff, care staff may support a pupil in a celebration assembly or may impose a consequence as a result of failure to complete homework or continuing inappropriate behaviour in school.

The Education Approach

The Education approach is designed to support children and young people to across The Academy with a structured environment where positive behaviour is encouraged and poor behaviour is discouraged. This will ensure that an environment of learning opportunities and effective teaching can take place. Students are encouraged to accept and recognise responsibility for their own actions and the consequences of their decisions.

Aims:

- To create a climate where learning can flourish.
- To protect basic rights of safety, learning and respect.
- To set the boundaries in which children can feel successful and achieve.
- To teach students about socially appropriate and acceptable choices.
- To help students feel good about themselves and others.
- To help give students, staff and parents a sense of direction and a feeling of common purpose.

The Deaf Academy is committed to reinforcing positive behaviour and work. Appropriate behaviour will be reinforced through the delivery of well-planned lessons that motivate all students and a stimulating school environment.

Signed/verbal positive reinforcement from staff on a day-to-day basis; including smiles and positive gestures. Assemblies provide a time for celebration of recognition for positive behaviours and hard work through the awarding of house points.

Positive classroom behaviours

- At the start of each lesson the teacher will 'meet and greet' students at the door as they line up outside the classroom checking and correcting uniforms and equipment they need. Students will enter the class, placing their bags and coat in the designated area and be seated ready for work. This ensures time is not wasted.
- At the end of the lesson the teacher will dismiss the class in an orderly fashion after they have tidied everything away, checking uniform again as the students leave.
- All classes will have a seating plan, which will be established by the class teacher. The arrangement will be dependent of students' individual needs and/or disability.
- Teaching staff will be positive and give praise wherever possible. House tokens will be given when they are genuinely earned.
- Where students do not meet expectations, The Academy's unacceptable behaviour system should be used. **House Points:**

We award house points as part of our whole Academy system of rewarding pupils. A house point can be earned for:

- Exceptional helpfulness at School/College,
- Three pieces of excellent work
- A single piece of exceptional work
- Sustained improvement in behaviour, work or ethic
- Achievement of personal targets
- Excellent work in a specific subject area. **Dealing with inappropriate behaviour:**

Our aim is to use positive reinforcement to achieve an ethos within the school whereby the use of sanctions becomes increasingly unnecessary. Some of our students may find this challenging and difficult to achieve. This may be due to communication difficulties, a lack of social awareness or struggling to understand the boundaries of acceptable behaviour. In such cases the use of sanctions is necessary.

Under the Teachers' Standards it is the expectation that all teachers manage behaviour effectively to ensure a good and safe learning environment.

- It is expected that Teachers will maintain professional control
- Teachers will establish their personal authority by seeing disciplinary issues through.

Sanctions:

Sanctions are put in place to students a clear message that their actions are unacceptable. They are most likely to be accepted by students if clearly understood and consistently applied. However, teachers will exercise their professional judgement and a degree of flexibility in relation to the age, understanding and circumstances of the individual student involved.

Detentions/Internal Exclusion:

Will be given by teachers for

- Missed homework
- Timewasting in lessons

Promoting and Supporting Positive Behaviour:

Positive Behaviour – a consistent approach

We want all of our students to show positive behaviour.

Our approach to promoting positive behaviour is universal and consistent within our Education and Care settings. This includes the way we, as adults, model positive behaviour to students and the expectations that we have for our students when they are taking part in activities either on or offsite.

However, the strategies for managing behaviour may be different for individual students according to their individual and unique needs.

It is our view that the deliberate, skilful, non-judgemental attitude of staff is the cornerstone of all successful behaviour management. Understanding the basic approaches for promoting positive behaviour continues to reflect both inside and outside of the classroom.

Identifying Patterns of Behaviour and possible Safeguarding concerns

It is vitally important to recognise that patterns of behaviour may be a result of underlying Safeguarding Issues and staff must familiarise themselves with behavioural indicators. Which, if observed, should result in staff carefully considering whether the behaviours you are seeing could be a result of a Safeguarding Concern. If you have any cause to believe this maybe the case, do not rule this out and speak immediately to our Head of Safeguarding or The Academy's Designated Safeguarding Deputies.

Equally, the individual needs of our Special Education Needs (SEN) learners and how their additional needs present themselves, may result in challenging behaviours. Our Education and Care staff will be aware of the SEN behaviours and ensure that clear communication between Education and Care or Home allows for monitoring of any emerging or well established patterns of behaviours. With SEN behaviours, clearly defined consequences consistently followed will allow for maximum impact and opportunity for learning.

All staff, including Governors, Executive Principal, leadership and management, teachers, support staff and volunteers, are responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.

Mutual support amongst all staff in the implementation of the policy is essential. Members of staff have a key role in advising the Co-Principals on the effectiveness of the policy and procedures. They also have the responsibility, with the support of the Academy Leadership Team, for implementing the agreed policy and procedures consistently.

The Governing body, Executive Co-Principals and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, religion, gender, disability or sexuality. They will ensure that the concerns of all students are listened to and appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside of The Deaf Academy. They will be encouraged to: Work in partnership with The Deaf Academy to assist in maintaining high standards of behaviour and will have the opportunity to raise with The Deaf Academy any issues arising from the operation of the policy; To co-operate with home and school strategies resulting from a meeting with The Deaf Academy in matters of repeated behavioural matters; To encourage their child to complete set homework and to achieve academic targets.

In conclusion, if each person in The Deaf Academy is effectively implementing this policy, we will have some simple yet clear practices to achieve the best for every student providing an excellent caring and learning environment for all.

This policy was developed in consultation with both School and College Student Council and Academy staff as part of the Behaviour Consultation group.

Physical Interventions

Staff receive Non Abusive Psychological and Physical Intervention training (known as NAPPI) to recognise and deal with incidents of challenging behaviour and bullying, and to promote positive behaviour. In exceptional circumstances, fully trained staff may need to take action where the use of reasonable and proportional intervention using NAPPI may be required.

The Academy has an aspiration to become a physical intervention free environment – the PACE Training is ensuring we are all one step closer to achieving this goal. The use of physical interventions are carefully reviewed and monitored and this is evidencing a sharp decline in the use of physical restraints.

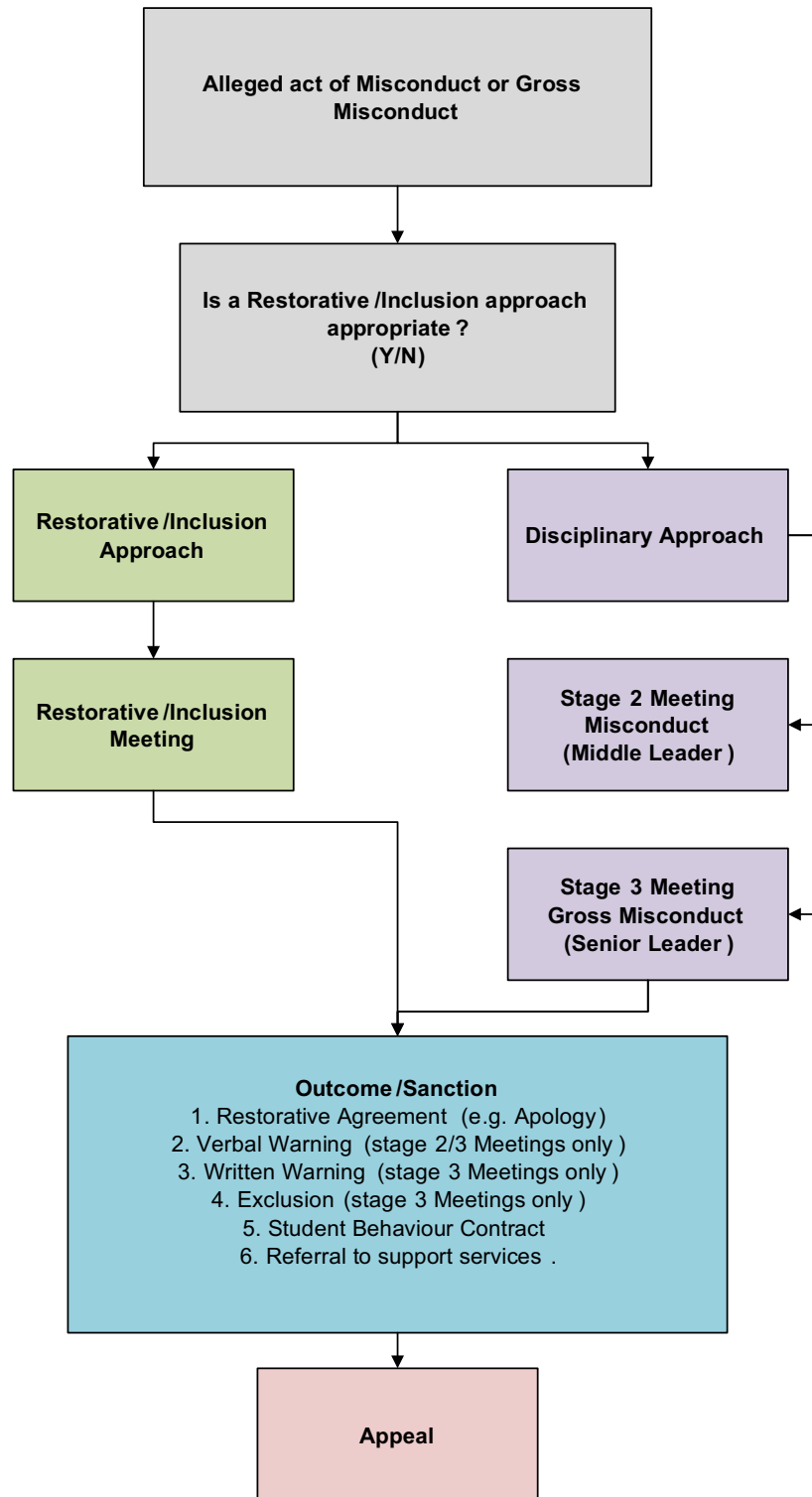
To this end, all staff clearly understand their responsibilities in the context of their duty of care in taking approaches to promoting and celebrating positive behaviour. Staff are supported in doing so through on-going training for de-escalation and diffusion strategies, which promotes selfmanagement and provides techniques for staff to effectively manage unwanted behaviours should they arise.

Physical Interventions:

- Will rarely be used, and only after all other interventions have been exhausted and only by fully trained staff
- Should only be used if the student is putting themselves or others in danger and where failure to intervene would constitute as neglect
- An Individual Risk Assessment is carried out - for example when an individual student needs physical interventions using our Non-Abusive Psychological & Physical Interventions strategies as part of an on-going behaviour management plan
- When used, will require the students risk assessment and individuals placement plans to be updated. Student placement plans include triggers and positive behaviour strategies to deescalate any potential challenging behaviour. Physical Interventions are used as a last resort. The placement plans also include information of not only what causes the student distress but also what makes them happy and feel safe.
- This training includes assistance in managing staff member's responses and feelings arising from working with children who have emotional difficulties, which result in challenging behaviour. Incidents of physical intervention are recorded on a student's file. After every incident students are given the opportunity to give their view and are supported to recognise that staff response is a result of their behaviour. This training is refreshed annually.
- Staff involved in a physical intervention will also be debriefed and supported by the Inclusion Officers. This is to allow them to express their thoughts and views on why the intervention was necessary and how to reduce the risks of further interventions.

Appendix A. Flow Diagram

Academy Behaviour Management Flow Chart (Misconduct and Gross misconduct)



Appendix B
RESTORATIVE CONFERENCE GUIDELINES

These guidelines aim to ensure consistency in the application of restorative conferences

1. Introduction

A restorative conference may be convened on grounds of misconduct or gross misconduct. It may also be used as a preventative measure to prevent acts of conflict. We also deploy an informal version of the process called a “restorative chat” to address lower level concerns

1.2 Restorative conferences are only used where all parties are voluntarily committing to the process.

2. Convening a Restorative Conference

Referral of case for restorative process to Curriculum Faculty Administrator by the investigating manager/other staff member.

2.2 Identification of Restorative Conference Facilitator (RCF)

2.3 RCF holds a preliminary meeting with alleged offender and victim, taking the following steps:

2.3.1 Explains the principles and process of a conference.

Prompts:

What is restorative practice?

Restorative practice is a collaborative decision making process that includes staff and students and is designed to see conflict as a learning opportunity with a focus on accountability.

Core principles.

- **Active Accountability**

Offenders must take active accountability for their actions and seek to make amends. They cannot sit back and be passively judged and sanctioned.

- **Repairing Harm/Rebuilding trust**

To repair and restore harmed parties not to punish or drag offenders down. To rebuild relationships of trust.

- **Inclusive decision making**

Putting decision making in the hands of those who are affected by the action.

“Restorative dialog is where the problem rather than the person is put at the centre of the process”

2.3.2 Assess the feasibility of a restorative conference being successful and ensure that all parties are entering the process on a voluntary basis.

2.2.3 Arrange the meeting time and who is to be invited.

3. Holding a Restorative Conference

3.1 Set Up and Introduction

3.1.1 Before the conference starts the RCF should ensure that the room is arranged adequately. Chairs set out in circle and water is available.

3.1.2 At the start of the conference the RCF will do the following;

- Introduce the conference and the purpose of the conference.
- Introduce the ground rules: Respect for each other's views, one person signing/talking at a time etc.
- Ask all parties to introduce themselves and ask them what they would like to get out of the conference.

3.2 Conducting the Meeting

3.2.1 In usual circumstances the RCF will start with the victim and start with three questions.

1. What impact has this had on you and others? (What was the harm?)
2. What do you think needs to happen to make things right? (What can be done to repair the harm?)
3. Is there anything you can do to make things right? (Your contribution)

3.2.2 The RCF will then open this out to the other conference members if they have anything to add, as follows:

- The RCF will then ask the alleged perpetrator to respond, depending on the situation the RCF may use the same questioning approach or a direct "what do you have to say about this?"
- Following the response from the alleged perpetrator then ask the victim to respond, while encouraging a restorative dialog.
- This will then be opened out to the wider conference members.

During the process the RCF will give praise and support to all conference members for willingness to talk about their feelings and be constructive.

3.2.3 This process may take several rounds of questioning to complete and there may be periods of silence.

3.2.4 If an agreement is found to how to repair the harm (apologies, give back phone, shake hands, etc.) the RCF will move to close the meeting. If an agreement cannot be found the RCF will close the meeting and say they meet and report back to the senior manager responsible. (DP/AP). Action may then be taken through the disciplinary procedure.

3.3 Ending the Conference

3.3.1 To close the conference the RCF will thank everyone for their time and participation, read out the agreed action. Depending on the situation the RCF may also ask if anyone in the conference has anything else they would like to add.

3.3.2 A brief note confirming the agreed action will be circulated to all parties.

Appendix C Exclusion procedure.

Approach to Exclusion at the Deaf Academy.

The Academy endeavours to ensure that exclusion procedures at academies conform with statutory guidance set forth by the Department for Education (DfE) in 2012 and updated in September 2017.

We take interrupting students learning very seriously and acknowledge the negative impact on students. We therefore follow the Devon County Council “golden rules” (principals) on exclusion:

1. Permanent exclusions should only take place in response to a serious breach or persistent breaches of the school’s behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
2. All exclusions must follow the correct procedure as set out in the Department for Education’s Statutory Exclusion guidance 2017.
3. All exclusions must be officially recorded as exclusions.
4. All exclusions must be for disciplinary reasons only.
5. All schools must have a behavioural policy for pupils to follow.
6. Headteachers should, as far as possible, avoid permanently excluding looked after children.
7. Headteachers should, as far as possible, avoid permanently excluding children with EHC plans for special educational needs.
8. Pupils cannot be excluded for poor academic attainment or for reasons relating to the actions of their parents.
9. The Headteachers decision to exclude must be taken on the ‘balance of probabilities’. That means that it is more likely than not that the pupil did what they are accused of.
10. Headteachers must not send a pupil home to ‘cool off’ even if parents or carers agree, this would amount to an unofficial and therefore unlawful exclusion.
11. Headteachers must give a pupil the opportunity to share their views.
12. If a child with SEN is showing poor behaviour or is at risk of exclusion, the head teacher must look first at what additional support could reasonably be put in place.
13. Headteachers must demonstrate to the Governors that their school is already using a range of strategies to support this pupil.
14. Headteachers must find out if there is anything that hasn’t already been mentioned at school by other members of the school community that will help them come to the right decision.
15. Headteachers should look at providing extra support to groups who are known to be at a greater risk of exclusion.

Use of Exclusion

Under the law, The Co-Principals, the Governing/Trustee body, Local authority and independent appeals panel must have regard to the relevant Dfes guidance when deciding:

- Whether to exclude a student or (where applicable) to uphold an exclusion;
- The period of exclusion
- Whether to direct The Academy to reinstate an excluded student

The Governing/Trustee body and the Co-Principals are responsible for promoting good behaviour on behalf of The Academy's students and for securing an orderly and safe environment for students and staff.

The Academy's response to challenging and disruptive behaviour will be made in the context of the behaviour and risk of exclusion policy, and will encompass a range of strategies, with exclusion as one option. The Academy will ensure that the interests of the whole Academy are considered within any action taken, and will take account of any special educational needs when considering whether or not to exclude a pupil.

Deciding whether to exclude a student

Only the Co-Principals and in his or her absence a "senior" teacher acting with his or her authority, can exclude a student from The Academy. A decision to exclude a student will be taken only:

- In response to serious breaches of The Academy's behaviour and/or risk of exclusion policy
- If allowing the student to remain in The Academy would seriously harm the education, health and safety or welfare of the pupil or others in The Academy.

The decision to exclude a student is a matter of judgement for the Co-Principals who will take into account the likely impact of the misconduct on the life of The Academy. This may include behaviour on or off The Academy premises which is in breach of the standards of behaviour expected by The Academy.

Before reaching a decision to exclude either permanently or for a fixed period, the Co-Principals will:

- a) Ensure that a thorough investigation has been carried out;
- b) All previous behaviour incidents recorded on the relevant systems have been documented and completed in line with SIMS behaviour rationale.
- c) Consider all the evidence available to support the allegations, taking account of the College's behaviour and equal opportunities policies, and, where applicable, the race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended;
- d) Allow and encourage the student to give his or her version of events, if necessary support will be provided by familiar staff or parents to facilitate this;
- e) Check whether the incident may have been provoked, for example by bullying, including homophobic bullying, or by racial or sexual harassment; When appropriate, consult others, but not anyone who may later have a role in reviewing the Co-Principals decision, for example a member of the Governing/Trustee body.

Permanent exclusions

Permanent exclusions will normally be used only as a last resort when a range of other strategies has been exhausted.

In exceptional circumstances, the Co-Principals might consider it appropriate to permanently exclude a young person for a first or one-off offence. Such circumstances might include:

- Where there has been serious actual or threatened violence against another student or member of staff
- Sexual misconduct

- Supplying an illegal drug
- Acting in a manner that puts the health and safety of the student, and or others at risk. For example: use/supply of prohibited substances such as alcohol and legal highs (see off site visits policy)
- Carrying an offensive weapon

Fixed-term exclusion

In the case of fixed-term exclusions, the Co-Principals may exclude a student for up to 45 days in any one year. Five days to be administered as a general maximum for any one incident or series of incidents.

Marking Attendance Registers following Exclusion

When a pupil is excluded temporarily, he/she will be marked as absent using Code E by the Office Administration staff

Unofficial exclusions

Informal or unofficial exclusions are illegal regardless of whether they are done with the agreement of parents or carers.

The relevant regulations do not state a minimum length of exclusion. If students are sent home in response to a breach of discipline, even for short periods of time, this must be formally recorded as an exclusion.

In every instance where a student is sent home for disciplinary reasons, Co-Principals shall formally record and specify the length of the exclusion (for reporting purposes this will be recorded as a half day, whole day or lunchtime).

Providing full-time education from the sixth day

From September 2007 schools are required to provide full-time education from and including the sixth day of any period of fixed-period exclusion of six days or longer. Days of fixed-period exclusion are not to be aggregated. The education must not be provided at the school unless the excluding school hosts shared provision for excluded students with at least one other school.

Parents/ Carers are responsible for the whereabouts of their child during the first five days of any period of fixed-period exclusion up to five days and will face a fixed penalty notice if their child is found in a public place in school hours without reasonable justification during this period.

The Co-Principals will be required to inform the appropriate local authority (LA) of the permanent exclusion.

At Exeter Deaf Academy, the decision has been taken by the Governors and the Co-Principals not to exclude on a fixed-period basis for any longer than 5 days.

Procedures following permanent exclusion

In the case of a permanent exclusion the student remains on the roll of the Academy until any appeal is determined, or until the time limit for the parents/carers to lodge an appeal has expired without an appeal being brought, or the parent has told The Academy in writing that no appeal is to be brought.

Once a permanent exclusion has been upheld by the governing body, the LA has a duty to assess the students' needs and how to meet them, including any special educational needs the student may have. Once the student is removed from roll, the LA is responsible for ensuring that suitable full-time education is provided, either at another school or, where necessary, making use of a Pupil Referral Unit or other alternative provision.

If the LA considers that parenting is a factor in the behaviour of the student who has been excluded, consideration shall be given as to whether it may be appropriate to offer a parenting contract or apply to the magistrate's court for a parenting order. The Academy may not require a parent/carer for a school student to sign a parenting contract as a condition of their child being admitted following permanent exclusion.

The Exclusion Appeal Process at Exeter Deaf Academy

A parent/carer/student over the age of 18 should write formally within 5 days of receipt of an exclusion. In the first instance any appeal would be heard by the original deciding committee. They must formally write to the Chair of Trustees stating the grounds for an appeal. A second appeal committee will be formed and a meeting held within 5 working days of receipt of the formal notification to appeal. Members of the committee will consist of 3 non-staff Trustee Governors and will be led by either the Chair, Vice Chair of Trustees or Chairs of one of the sub committees.

If the Head of School or College makes a decision to permanently exclude a young person from The Academy, the Principle/Chief Executive will ask 2 non-staff members of the Trustee Governors to hear the grounds for the permanent exclusion and ratify, or overturn the decision. These Trustee Governors will not be able to sit on any of the appeals committees.

When exclusion is not appropriate

Exclusion should not be used for:

- a) Minor incidents such as failure to do homework or to bring dinner money
- b) Poor academic performance
- c) Lateness or truancy
- d) Pregnancy
- e) Breaches of school uniform rules or rules on appearance (for example relating to Jewellery, body-piercing, hairstyles etc.), except where these are persistent and in open defiance of such rules
- f) Punishing students for the behaviour of their parents, for example where parents refuse, or are unable to attend a meeting.

Reintegration

A reintegration meeting following the expiry of a fixed-period exclusion will be arranged by The Academy prior to a student returning from a period of exclusion and in the case of any student who has been excluded from another school. The meeting will establish a risk assessment of the student and identify the resources needed to provide the necessary support to the student. For further details, please see the risk of exclusion policy.

Informing parents/Carers

The Co-Principals will inform the parent/carer of the period of exclusion (it may not run for an indefinite period) and the reasons for it. The parent/carer has the right to make representations about the exclusion to the Behaviour & Safety Governor/Trustee Committee.

Where a parent/carer refuses to comply with the terms of an exclusion, the Academy may notify the Social Services department and the police if, in the Co-Principals view, the child/young person, or any other person may be at risk as a result of failure to meet the terms of exclusion.

Informing the Governing body and Local Authority (LA).

Within one working day the Co-Principal will inform the Governing/Trustee body and the LA of:

- Permanent exclusions
- Exclusions which would result in the student being excluded for more than five days (or more than ten lunchtimes) in any one term.
- Exclusions which would result in the student missing a public examination

For fixed-period exclusions totalling five or fewer school days, or ten or fewer lunchtimes or half days, in any one term will be reported to the Governing body once a term.

All exclusions are reported to the local authority within one working day.

Appendix D Code of conduct.

*E Specific to Education Time All applicable to Residential Time

Level	Behaviour	Consequence/Reward and Recording	Staff Responsible
Exceptional Behaviours (GOLD)	<ul style="list-style-type: none"> • Going the extra mile • Exceptional academic or creative work or effort*E • Keeping other student’s safe 	<ul style="list-style-type: none"> • Student House Points reward scheme • Sending emails sent to parents and carers • Face to face conversations with parents and carers • Presenting “positive praise” postcards to students and sent to parents and carers • Recognising at Friday Celebration Ceremony. • Making phone calls home. • Ensuring timely and informative handovers to parents and carers sharing positive feedback on student’s day. 	Tutors, Subject Teachers, Care Staff. This may be delegated to a Learning Leader.

Expected Behaviours (GREEN)	<p><i>You will</i></p> <ul style="list-style-type: none"> • Have ambition to be successful at the Academy and progress to positive opportunities • Attend all your classes, on time*E • Be ready to learn, bringing in any necessary learning equipment*E • Complete work on time to a good or better standard*E • Dress appropriately for the learning environment you are in*E • Respect each other • Take responsibility for your learning by participating in class and seeking help*E • Care for the Academy environment • Use Academy equipment sensibly*E • Be responsible for your own behaviour *E • Follow Health and Safety guidance 	<p><i>We will</i></p> <ul style="list-style-type: none"> • Promote your ambition, success and opportunity • Endeavour to keep you safe and create a secure environment that is positive and calm • Value you, your ideas and contribution to Academy life • Help unlock your potential to achieve qualifications that will prepare you for employment and give you other skills for life • Make every effort to ensure your time at the Academy is an enjoyable one and ends in achievement and progression • Reward excellent attendance, effort and achievement • Support you and guide you both in and outside the classroom • Guide and help you to progress 	<p>ALL</p>
		<ul style="list-style-type: none"> • Sending emails sent to parents and carers • Face to face conversations with parents and carers • Ensuring timely and informative handovers to parents and carers sharing positive feedback on student's day. 	

Unsatisfactory behaviour (ORANGE)	<ul style="list-style-type: none"> • Signing/talking out of turn e.g. making eye contact/facial expressions that might distract others. *E • Signing/talking whilst the teacher is signing/speaking to the class*E • Calculated work avoidance e.g. not having equipment, delaying the start to work *E • Hindering other students e.g. distracting them from their work, interfering with equipment/materials. *E • Getting out of seat without permission. *E • Ignoring staff • Infringing school rules e.g. uniform, homework, eating/chewing gum in class. • Lateness to class – more than 3 minutes late will not be acceptable *E • No homework (homework Club that day)*E • Leaving class without permission*E • Sly signing- Inappropriate signing/talking about • sexualised insults/discussion*E • General unsatisfactory behaviour • Refusal to obey the rules 	<ul style="list-style-type: none"> • These will be dealt with on a case by case basis as part of regular classroom management. • Teachers will keep will keep their own records. These records should be clear and concise as may be later relied upon. 	<p>Tutors, Subject Teachers, Care Staff. This may be delegated to a Learning Leader.</p>
Misconduct (PINK)	<ul style="list-style-type: none"> • • • Persistent unsatisfactory behaviour • Rudeness towards students or staff • Persistent refusal to obey the rules • Persistent refusal to engage in learning *E • Persistently ignoring staff 	<ul style="list-style-type: none"> • These must be recorded on Behaviour Watch and will be dealt with in a Formal or Restorative way as appropriate. 	<p>Middle leadership team</p>
	<ul style="list-style-type: none"> • Leaving the Academy without permission. • Inappropriate Behaviour Offsite- Representing the Academy 		

	<ul style="list-style-type: none"> • Inappropriate use of electronic device/social media or the internet 		
Gross Misconduct (RED)	<ul style="list-style-type: none"> • Threatened violence against a student or member of staff • Deliberate physical violence towards another student/staff • • Bullying • • • Fighting • • Vandalism/damage to property • Discriminatory comments • Theft • Persistent inappropriate use of electronic device/social media or the internet • • Carrying a weapon/arson/carrying any non-prescribed drugs/alcohol • • Inappropriate Sexual Behaviours: • Creating and Sharing Inappropriate Pornographic Images Indecent Assault Sexual bullying Unwanted Sexual Pressures, requesting images/videos etc. 	<p>These must be recorded on Behaviour Watch and will be dealt with in a Formal or Restorative way as appropriate.</p>	<p>Senior Leadership team</p>

Appendix E

User Guide to BehaviourWatch

	Concern Creator must complete
	Predominantly Middle Leadership and Senior Leadership but all staff to contribute as appropriate
Always enter information in the following format: DATE, TIME, (NAME) followed by your update	
Young Person	Add all students involved
Staff	Automatically entered
Status	
Location	Please select
Date	Please select
Period	Automatically selected – please check
Date of Birth	Information on Students Placement Plan
Looked After Child	Tick if applicable
Name of Allocated Social Worker	Information can be found on students Placement Plan.
Adult/Child	Tick one box
Status of Young Person	Please select from the list <ul style="list-style-type: none"> • Alleged perpetrator • Alleged victim • Witness
SEND	Enter information from SEN section of Students Placement Plan
Slip Creators First language BSL	Tick if applicable – this will open a box to enter the name of staff/interpreter if help was given to record slip. If no help was received type “no interpreter”
Initial description	<ul style="list-style-type: none"> • Describe the incident • Explain any relevant information from previously in the day • Events before and possible triggers • Detail how you managed the situation – de-escalation techniques and communication • Explain reasons for your actions and management of the situation • If more than one person was involved or witnessed the incident they can add their own account at the bottom under yours. • Professional opinions about triggers and the incident can be included at the end of reporting.
Body Chart	List in the box under the body chart who was injured and what the injury was
Trigger	This can be your professional opinion and judgement or taken from the placement plan
Steps taken to deescalate	Taken from student placement place or list any new techniques tried and if they were successful.

Immediate actions	State the immediate action taken once the incident has de-escalated or if deescalation failed – i.e support require phoned for management, or meeting arrange with the student and keyworker...
Medical intervention required	Tick if yes and detail in the drop down description box what medical intervention was given and select by whom.

Entered in accident book?	Tick if yes and select who completed the accident record.
Incident type	Tick one and select from the drop down list. Misconduct and gross misconduct – Please refer to the Behaviour Policy Behaviour related to SEND – Select if there is a pattern or increase SEND behaviour, Escalation in behaviour, New behaviour or a change to behaviour Dangerous/Harmful Known Behaviour (SEND) – Tick if this is known SEND behaviour but resulting in the student causing harm. State the dangerous behaviour briefly in the box.
Physical Intervention	Tick if yes or No If Yes complete drop down options NAPPI level – ‘Other’ refers to when contact with a student was necessary but it was not a NAPPI intervention State staff involved – if Level 3 or above this must be 2 members of staff Length of Intervention
Allocated Lead	Misconduct – will be Middle leaderships and assigned by SLT member (TC/MS/SD-education and SD/JH Care) Gross Misconduct will always be Senior Leadership – Ensure you have reported the incident directly to them in this instance. SEND Behaviours can be discussed with tutors and/or the Inclusion Team so they are aware of patterns forming. Inclusion Officer will monitor recorded SEND behaviours, allocate a Lead or take the Lead. Outcome of Dangerous/Harmful Known Behaviour (SEND) to be recorded in Case Note
Case Notes	Always add new entries at the top Start entry with Date, Time, Your Name and then update Add sufficient detail, including pasting emails, student de-briefs, staff debrief, meetings etc
Outcome	Taken from the Behaviour Policy this will be completed by the Allocated Lead Outcome of Dangerous/Harmful Known Behaviour (SEND) to be decided and actioned by the tutor and/or the Inclusion team - recorded in Case Note

Actions/Case Management Parents/Carers Informed Allocated Social Worker NDCAMHS EWS Health Other (Actions/Case Management)	Tick when the action has been completed Detail the date and person you contacted and how i.e. phone or email. Detail the contact, email or conversation in the case notes.
Linked Documents Description	Tick, upload document and add date/title in description text box
Ongoing work, referrals, assessments	<ul style="list-style-type: none"> • Always add new entries at the top • Start entry with Date, Time, Name and then update Enter details of additional/ongoing work internally and externally
Placement Plan Update	Date and detail any updates to the placement plan made.
Reviewed By Reviewers notes	To be completed and action by the Head of Behaviour, Inclusion team of SLT.
Date Closed	To be completed and action by the Head of Behaviour, Inclusion team of SLT.

Appendix F

Glossary of Terms:

NAPPI - Non Abusive Psychological and Physical Intervention. Staff are trained in how to assess the potential for problematic behaviours, and how to use guides or a physical intervention if a situation means people are at risk of harm. These are divided into levels which explain the type of intervention used (Levels 1-5).

PACE – a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based on a Dyadic Developmental Psychotherapy approach.

Learning Disabilities - A learning disability is a reduced intellectual ability and difficulty with everyday activities, which affects someone for their whole life. This could include difficulties in completing household tasks, socialising or managing money.

Post-Traumatic Stress Disorder (PTSD) - is a type of anxiety disorder which may develop after a person being involved in, or witnessing, a traumatic event.

Attachment Disorders - are defined as a condition in which individuals have difficulty forming lasting relationships. Attachment difficulties work on a spectrum. For some the effects are minimal, for others, the effects are emotionally traumatic.

Positive Reinforcement - this can be an effective tool to positively influence behaviour in children. It works by presenting a motivating item (the House Token) so then the individual is motivated to work at a high standard in order to be rewarded. While the reward will be the House Token, there will also be a focus to encourage the development of intrinsic motivation. *“The way positive reinforcement is carried out is more important than the amount.” – B.F. Skinner*

De-escalation Techniques – requires being aware of and identifying early signs of agitation. They are most successful when used early. These can include a change of face (swapping with other staff to provide the student with a fresh start and possible new positive behaviours), maintaining a neutral facial expression, allowing the student space when appropriate (often behaviours escalate with an audience) and appearing calm and self-assured. Humour works well for many of our students if the indicators of stress are spotted early, as does modelling the behaviour that is expected from the student.

Reintegration – the process of supporting the student back into their education setting amongst their peers.

Dysregulation – many of our students become emotionally dysregulated. This means they can display behavioural issues arising from difficulties containing their behaviours and emotions. This can be evidenced by them *reacting* instead of *responding* to difficult situations. This is most frequently seen in those with Attention Deficit Hyperactivity Disorder (ADHD) and/or Autism Spectrum Disorder who have a difficult time regulating their emotions and emotional responses (behaviours).

SEN – Special Education Needs

SEN Behaviours – Those who have been identified as having SEN, often behave inappropriately due to communication difficulties. If an individual cannot express themselves, they often resort to behaviours that result in their needs being met. This can be a sensory need, an inability to express their thoughts, feeling or emotions or a need to help 'ground' or regulate themselves but be displayed as a challenging behaviour.