

Behaviour Policy

Education Family Welfare Service

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Policy Statement:

Education Family Wellbeing Service recognises all children/ young people as individuals with unique strengths, abilities and needs, that form part of a web of interrelationships made up of families, friends and communities. We view all behaviour as communication which provides an opportunity to discover and create insight, meaning, reflection, learning and change.

1. Introduction:

Education Family Wellbeing Service meets the individual educational needs of children and young people (students) in a safe, positive, predictable regulated environment. Our cohort of children and young people have a range of multi interacting difficulties and disadvantages including:

- Communication and interaction,
- Cognitive learning challenges,
- Social emotional and mental health challenges
- Neuro diverse young people
- Children and young people involved with the youth justice system
- Children, young people and families being exploited by county lines, modern slavery and child sexual exploitation
- Children and young people engaging in risk taking behaviours
- Traumatised children, young people and families due to displacement, refugee and asylum seeking, inter-generational and other trauma
- Children and young people with attachment challenges
- Vulnerable families with complex interacting challenges

These needs have a variety of presentations, including becoming withdrawn or isolated, as well as displaying challenging, disruptive and disturbing behaviours. These behaviours often reflect underlying mental health issues including anxiety, depression, self-harm, substance misuse, eating disorders or physical symptoms that are medically unexplained.

2. Rationale:

The Behaviour Policy is part of systemic integrated approach that we at EFWS adopt, focusing upon models of coproduction with strength-based approaches that engage, enable and empower children/young people and families. Social emotional learning is woven within all aspects of our service with the intent to develop transformative learning experiences that seed and cultivate compassion (for self and others), empathy, a sense of shared moral responsibility for the whole community and wider society.

Our Behaviour policy is underpinned by social emotional learning which involves a process of acquiring the skills needed to recognise and manage emotions, handle conflict constructively and establish positive relationships. Relationships that are guided by empathy, engage in perspective-taking enable responsible decisions based upon informed choices and the handling challenging situations effectively.

Through our multiply integrated process of reflective practice, group process, one to one support and therapeutic interventions, the whole learning community at EFWS, (staff, families, children and young people) develop individual and collective emotional intelligence: the ability

to identify, understand, express and regulate one's own emotions, as well as read and respond constructively to the emotions of others.

We recognise this model is a developmental, contextual process that impacts, staff, students and families, in interconnected, developmentally spiralled ways, which overlap with the coproduction process, trauma informed practice and the therapeutic milieu. Resulting in the development of individual and intragroup environments, that promote social and emotional skill development and are systemically prosocial and participatory.

Overall, we promote high expectations of all our community members and in order to achieve our vision, equality and diversity and tackling social injustice is at the heart of our approach. In its implementation of this policy Education Family Wellbeing Service acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs and disabilities (SEND). Education Family Wellbeing Service recognises all students as individuals with unique strengths, abilities and needs.

We strive to ensure a student-centred approach with a focus upon the competencies of global citizenship:

- the insight to perceive the interconnectedness of all life and living;
- to respect and strive to understand people from different cultures and religions and to grow from encounters with them;
- the compassion to maintain an imaginative empathy that reaches beyond one's immediate surroundings and extends to those suffering in distant places. (Ikeda 2010)

Our models of self-reflection, group process, coproduction and leadership training aim to encourage respectful behaviour and prevent all forms of bullying amongst students. At Education Family Wellbeing Service, we all have shared responsibility for the creation of a culture of positive respectful behaviour for all of our students and community.

Our service's Behaviour Policy is therefore designed to support the way in which all members of the community can live, communicate and work together in a mutually supportive way.

This policy outlines what we expect from all our students, families, staff and visitors to the service, in terms of their behaviour and is written in line with current legislation, guidance and best practice principles.

By encouraging the three aspects of global citizenship we can create a learning culture that is based upon trust, mutual understanding and collaboration which in turn promotes good, equitable relationships.

3. Our Overall Aim

The Education Family Wellbeing service aims to ensure that all our students leave our service with the key skills they need to continue to progress to the best of their unique potential in all areas of life.

Our aim is for all our students to become:

- Successful students who enjoy learning, make progress and achieve.
- Resilient individuals who can live a safe, healthy and fulfilling life.
- Active and responsible citizens who make a positive contribution to their communities.

3:1The Behaviour Policy confirms the service is committed to ensuring all children/ young people:

- Feel safe and understand the needs for boundaries, for their safety as well as others, in order to form healthy relationships.
- Achieve their own unique potential.
- Discover their own creativity and curiosity and develop as confident learners.
- Develop a strong sense of pride and confidence in who they are, their community identity and personal histories.
- Acquire the knowledge and skills relevant to life in a fast-changing global world. • Develop as self-motivated reflective, independent thinkers and learners • Are curious, ambitious and take pride in their achievements.
- Achieve high standards in all they do.
- Value and care for themselves and others within their family, our community and the wider community.
- Understand their rights and accept our/ their responsibilities as citizens.
- Develop leadership qualities and understand the social political climate they experience
- Enjoy what they do, have fun and create positive memories.

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3:2 To achieve these aims, the service will provide:

- Understanding and compassion for families and recognition of lived experience and social injustice
- Safe secure well-resourced learning environments
- Quality first teaching with individualised support and learning packages
- A stimulating, trauma informed evolving environment
- A professional, skilled, highly-motivated staff team
- Integrated multi agency working
- Family empowerment strategies and models
- Co-production of all aspects of the service with students and families
- Global education packages and intercountry learning
- A culture that recognises that praise, acknowledgement and constructive feedback
- A consistency of application of any rewards or consequences

4. Expectations and service standards:

The Education Family Wellbeing Service is committed to a model of coproduction, working in partnership with children/young people and families. Therefore, the behaviour policy is an evolving live document that will be reviewed and reshaped as our service grows and our collective embodied experience develops. We acknowledge that effective services must have shared standards and the first step is for staff and board members to model these, 'leading by example'. The principals of coproduction; equality, diversity, accessibility and reciprocity, alongside respect and dignity, we hold as 'gold standards', and aim to imbed them within all aspect of our operational culture and delivery of service.
We expect all staff, BoD, volunteers and anyone who comes to our service to uphold these principals; taking responsibility for respecting students, families and colleagues.

We are committed to reflective practice, continual professional development evidenced based practice and trauma informed approaches. We understand that behaviours are forms of communication and that boundaries and consequences are key to the students learning to regulate themselves, develop confidence and self-esteem. We ensure that reflective learning experiences follow incidents so that learning and development can occur, proportionately,

without discrimination and in the context of the students SEN needs and additional challenges and disadvantages.

We work in partnership with families/parents and carers and share our understanding of their child/young, formulate strategies and boundaries to regulate behaviour. Having positive regard, understanding, solution focused rewards and praise are building blocks for respect and community cohesion. We are in regular communication with families and will report progress and concerns alongside solutions and strategies for them to use. We offer informal support and friendship to families with an open-door policy, in order that everyone has access to us as and when they need. We also have additional family empowerment courses and models that we can run within our service and additional pathways to external providers.

All students have an Individual Education Plan (IEP) which is aligned with the EHCP, other professional assessments and reports; it maps out the support strategies and documents the challenges. The IEP is also formulated in partnership with the internal and external multiagency team. The IEP is reviewed on a fortnightly basis at the Learning, Behaviour, Safeguarding panel (LABS) We aim to include our young people and families in this process by having a transparent and inclusive approach. In emergency situations we will hold student review meetings that are chaired by the director or head teacher and give due regard to any safeguarding process.

The Service will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying and discrimination (including online). We aim to combat bullying and discrimination and other harmful behaviour through preventative strategies which support the active development of student's social, emotional and behavioural skills, alongside a clear nonacceptance of bullying, intimidation, harassment or abuse of a physical or verbal nature from any member of the community.

4:1 Expectations of Students:

We have expectations that all students will show respect to themselves; peers, staff, all members of our community and visitors. Incidents of bullying, discrimination, or bringing intentional harm to other students or staff is not acceptable. We expect students to follow and commit to the agreed responsibilities and consequences, listen to each other and staff, follow directions by staff, and accept and learn from any consequences.

We have a zero tolerance for any illegal or inappropriate items being brought into the premises, or being on the person, when we are engaging with students and families within the home or community facility.

The following behaviour is regarded as completely unacceptable and will result in consequential actions and possibly a fixed term exclusion, depending on the circumstances.
For more information on exclusions, see our exclusion policy. (We hold the right to be discretionary in exceptional circumstances and playing due regard to safeguarding.)

- verbal abuse to staff and others
- verbal abuse to students
- physical abuse to/attack on staff
- physical abuse to/attack on students
- indecent behaviour
- damage to property

- use of other substances including psychoactive substances (formally known as 'legal highs')
- alcohol consumption
- theft
- serious actual or threatened violence against other students or a member of staff
- sexual abuse or assault
- possession of an illegal drug and drug dealing
- supplying an illegal drug
- carrying an offensive weapon
- arson
- inappropriately filming or recording a member of staff or student
- racial/sexual harassment

4:2 Family Partnership:

EFWS work along the principles of partnership and are a means of engaging and empowering families based upon solution building approaches that support parents and carers to navigate the complex SEND process, tackle family difficulties and fortify family strengths.

We promote a model of 'Shared Decision Making' which is a collaborative process between us, the child/ young person, the parent career, other family members and the professional network regarding the Individual Education Plan and the wider needs of the family. This is a person-centred approach which is recognised to contribute to improving health, wellbeing and educational attainment. All parties have access to decision making, commit to taking responsibility and have informed choice regarding consequences and outcomes.

We have expectations that parents, carers and family members will commit and actively contribute to the Individual education Plan (IEP). Such as:

- Help create a routine of attending education
- Ensure each child/young person is encouraged and supported in dressing appropriately
- Encourage and support them to get enough rest and sleep
- Keep the service up to date with any changes in behaviour/ medical issues/medication or significant events occurring at home
- Participate in meetings, events and courses the service has to offer
- Contribute to the management off the service

We have additional family empowerment services including:

- Learning alongside your child/ young person with basic skills
- Group work / family empowerment group
- Co-production activities
- Pathways to family empowerment services

4:3 Whole Service Community Expectations:

- Excellent time keeping
- Take pride in appearance
- Respect all community members: rude, derogatory, racist or defamatory language will be challenged
- Be considerate and compassionate towards others – thinking how my actions impact upon others

- Ask for help if you are struggling, don't understand, feel confused, are not sure • Take care of your environment, both at home, in the community and on the school site.
- Communicate any absences and/or sickness
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.

4:4 EFWS Non negotiables:

- Alcohol and drugs including psychoactive substances
- E-Cigarettes, Cigarettes, matches, and lighters are prohibited
- Weapons of any kind are prohibited
- Materials / access to websites that are inappropriate or illegal for children/ young people; such as racist and pornographic material are prohibited
- Online content that serves as a risk to children and young people such as: misinformation, disinformation,(fake news), conspiracy theories.
- Gambling is not allowed during education activities
- Sexual harassment is not tolerated
- Racism and racial harassment is not tolerated.
- Criminal activity (Members of the school community may find themselves subject to a criminal and as well as a school-based investigation and in exceptional circumstances may find themselves facing consequences under the criminal justice system)

4:5 Student expectations:

We have an understanding of the complexities of lived experience, navigating the impact of adverse childhood experiences, trauma, poverty, abuse. exploitation, discrimination, isolation, exclusion and rejection from education. We understand the consequential impact upon behaviour and relationships that these have upon children, young people and their families and the often disruptive, disassociate, and non-compliant adaptive behaviours that accompany them. All students have an IEP which outlines the expected behaviours in line with their needs, therapeutic treatment plans and aspirations.

The IEP is formulated within a process of dialogue and negotiated agreements with students and families around expectations for self and being part of a community. Boundaries and consequential actions are agreed upon and supported by adopting models such as reflection and group process. This enables the student and family to be actively involved a coproduce behaviour strategy. Within a group learning context students will formulate a group behaviour agreement together with staff and this will become the behaviour agreement for the group.

4:6 Staff responsibilities regarding individual and group learning agreement.

- Ensure all students understand and are reminded of the behaviour agreement
- Support and maintain the agreed boundaries, when challenged or broken by the student a process reflected and communication of the agreed consequences takes place.
- Keep reminding students through dialogue of the agreements they have made and support them to reflect upon and put in place strategies for regulation. This can be a continuous process especially when students become dysregulated.
- Keep communication clear and slow modelling calm behaviour and consistency
- Inform other staff and seek support as behaviour escalates and discuss with colleagues about next steps.

- Report and record all incidents of behaviour.

5.Drugs and drug misuse:

The EFWS will not tolerate drug use of any sort during educational activities both within the home and community space and activities. EFWS takes our anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Students may be excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs. We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer students to other services.

5:1 Our service the following guidelines apply to the possession or use of drugs, alcohol and tobacco:

Tobacco
In line with legislation, the school has a policy of No Smoking in the building or on the school site.

Prescription drugs

Carrying, supplying or taking prescription drugs illegitimately could result in exclusion.

Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. We advise that pupils should not carry these in school. If they need medication school procedures in line with their Individual Education Plan will be in place.

Medication

We are aware that it may be necessary for some pupils to take medication during the day. Parents/carers should make the EFS is aware of this in writing as soon as their child/ young person starts taking the medication, recorded in the IEP

Solvents
The service will ensure that potentially harmful substances are stored safely, and students will be supervised carefully where such substances are used in the course of their work. The use of aerosol deodorants will be discouraged because of the potential risks to people with asthma or other bronchial problems.

Illegal substances
No illegal or illicit substances should be brought into the service or used within the home or community spaces when EFWS staff are engaging with children/young people and families. Any students, involved in any drug-related activity may be temporarily excluded.

Alcohol
Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol related activity may be temporarily excluded.

For more guidance, please refer to the school **substance use and misuse policy**.

6. Bullying:

According to the DfE document 'Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies' (2017), bullying may be defined as:

'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying. It can take place between pupils, between pupils and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging and emailing;
- sending offensive or degrading images by phone or via the internet e.g. via Social Networking sites; • producing graffiti;
- gossiping;
- excluding people from groups;
- spreading hurtful and untruthful rumours.

6:1 Cyber bullying

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones, tablets and the internet, to deliberately to upset someone else. Cyber bullying that occurs while students are under the service direct supervision will be dealt with in line with this Policy.

In cases where cyber bullying occurs while students are outside our direct supervision (i.e. at home out of school hours), parents and carers will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. The service wherever possible will support parents and carers in this.

Education Family Wellbeing Service values and beliefs condemn any subjugation, dehumanisation, discrimination, intimidation of its community members, we are committed to providing a safe secure nurturing environment. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or ongoing.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and students. We practice a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do within are service activities.

Acceptable Use Agreement
As part of our e-safety policy and procedures the expectations for online and ICT related behaviour are clarified in the Acceptable Use Agreement which is signed on admission to the school.

6:2 Responding to allegations:

We will respond at speed to any allegations of bullying and follow a clear process:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the Head Teacher / Director and Safeguarding Designated Leader
- provide support and reassurance to the victim
- make it clear to the instigator that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children/ young people who have harmed another, either physically or emotionally, redress their actions, and the service will make sure that they understand what they have done and the impact of their actions
- ensure that if a consequence is applied, it will correlate to the seriousness of the incident and the instigator will be told why it is being used
- Measures for reparation and conflict transformation strategies will be applied and developed

We will adhere to 'The Equality Act 2010'. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

6:3 Tackling Bullying:

The aim of any anti-bullying intervention is to safeguard and support the victim, effectively manage and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour. We recognise that children and young people often interplay between behaviours that are both victim and perpetrator, and we work hard to explore the dynamics and roots in early childhood development (see anti bullying policy).

6:4 Strategies for dealing with bullying

- Promotion of the EFWS values and beliefs and global citizenship which will ensure that there is a promotion of an open and honest anti-bullying ethos within the service
- Investigate all allegations of bullying
- Group Reflective Practice, PSHE programme that discusses issues such as diversity and anti-bullying messages
- Calendared anti-bullying activities
- Poster and leaflet campaigns – designed and written by pupils
- Peer mentoring, leadership and student ambassador responsibilities developed
- Whole service assemblies and group activities promotion of respect and dignity
- Discussions and role plays in the curriculum that draw out anti-bullying messages • Acceptable Internet Use policy is signed by all and e-safety is discussed in ICT lessons.
- On-going staff induction and training programme
- Adequate staff supervision at all times
- Clear and consistently applied policies for behaviour
- Home service agreement signed by all students and parents/ carers and family members
  (refer to the service anti-bullying policy)

7. Rewards and Consequences:

The EFWS consider praise and rewards are important to the development of self-esteem, positive self- regard and creating a collaborative caring community. It is expected that good standards of behaviour will be encouraged through consistent application of the Service's values, expectations and boundaries supported by a balanced contribution of rewards and consequences. It is important to maintain consistency in the application of our rewards. It is also important that the students themselves become accountable for the regulation of their own behaviour.

7:1 List of rewards and sanctions:

Positive behaviour will be rewarded with

- Acknowledgement

- Praise
- Reward Points
- Letters or phone calls home to parents/carers
- Special responsibilities
- Postcards home
- Reward enrichment activities
- Certificates in reward activities

7:2.Student Support:

The service recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. The director, head teacher and designated safeguarding leader alongside the multiagency LABS panel meetings will evaluate, identify any specific needs a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

7:3 Individual Education Plans: (IEP)

Each student has an Individual Education Plan which identifies specific areas of support and outlines strategies and interventions to help meet the specific needs and regulate behaviour as necessary. They are written and reviewed termly with parents/carers and the student. Information recorded in the IEP helps staff to identify triggers or antecedents in order to reduce the risk of further incidents of significant behaviour. Staff with input from parents/carers, agree on the most effective strategies to help deescalate a situation or incidents as it occurs.

Aims of the IEP:

- To support teaching staffing to plan and integrate EHCP objectives, therapeutic strategies for learning and build on progress
- To review progress
- The IEP should be guided by student's profile, records, assessments, their strengths and EHCP if they have one, and promote inclusive behaviour strategies
- To ensure the safety of student and others, at all times.
- To maintain the dignity of the student at all times.
- To ensure that student is aware of what behaviours are acceptable and unacceptable, and the consequences of each.
- To decrease incidents of aggressive behaviour
- To provide consistent management of student's behaviour.

7:4 Unacceptable Behaviour:

Staff at Education Wellbeing Service may use the one or more of the following sanctions in response to unacceptable behaviour (See Appendix 2 for types of behaviour):

- Reflection

- Referring the student to a senior member of staff
- Letters or phone calls home to parents/carers
- RAG charts
- Community Service (if appropriate and agreed with SLT and the student's family)
- Agreeing on/to behaviour support plan with additional support

7:5 Physical restraint:

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Escalating un regulated behaviour
- Harming themselves or others
- Causing serious damage to property

Incidents of physical restraint must:

- Always be used as a last resort
- Follow training guidance and instruction and pay heed to any individual strategies detailed in the student's profile and linked to their IEP
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers
- Followed up with restorative practice – discussion, reflection and strategies to prevent a reoccurrence

7:6 Searching and Confiscation:

Following guidance set out by the Education and Inspections Act 2006 and Screening, Searching and Confiscation – Advice for head teachers, staff and governing bodies – April 2012, our members of staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or take possession of items in the possession of students that are illegal or banned by the service.

It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

'Staff or someone who has lawful control of the child can search a pupil ***with their permission*** to look for any item that the school's rules say must not be brought into school. Head Teachers and other members of staff authorised by them have the power to search a pupil ***without the pupil's consent*** if they suspect they are in possession of 'prohibited items''.

Power to search without consent for prohibited items: These can include:

- Alcohol

- Animals
- Chewing gum, high sugar drinks and sweets
- Cigarettes & E –Cigarettes
- Laser Pens
- Illegal substances - Drugs, Drugs Paraphernalia, psychoactive substances (NPS), legal highs - or designer drugs
- Weapons (including knives, BB guns, sharp objects)
- Any item brought into school or used with the intention of causing harm.
- Stolen items
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person, including any student.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. Any cigarettes and e-cigarettes confiscated in school will be destroyed.

Should a search & confiscation be necessary a **search record** will be completed and held on file.

7:8 Community activities:

Consequences may be applied where a student has displayed deregulated behaviour off-site when representing the service, such as receiving education provision in a community setting, on a trip or on transport on the way to or from an activity. EFWS staff have 'the power to discipline students for misbehaving outside the school premises, in accordance with sections 90 and 91 of the Education and Inspections Act 2006'.

This states that disciplinary powers can be used to address student's conduct when they are not on an 'school premises' or in EFWS in a educational setting and are not under the lawful control or charge of a member of 'school' / service staff, but only if it would be reasonable for the 'school' service to regulate students' behaviour in those circumstances.

This may include bullying incidents occurring anywhere off the 'school' educational setting premises, such as on public transport, outside the local shops, or in a town or centre. Where behavioural incidents outside the 'school' service are reported to staff, it will be investigated and acted upon. Students involved will be supported to provide their version of events. Families will be contacted. The director/ headteacher will consider whether it is appropriate to notify other agencies such as Social Care and/or the Police.

The school will work in line with the School / Police Protocol.

8. Attendance:

Regular attendance at an education provision is required by law, and EFWS takes attendance very seriously. There is a register taken daily, and action will be taken if any students are

discovered to be truanting, missing or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and to access support systems that could help.

EFWS will work in partnership with social care, schools and commissioners regarding attendance as a safeguarding concern.

We strongly discourage parents/carers/guardians from taking their children out of education for holidays or family outings during term time. In most cases, unless there are extenuating circumstances, these will count as an unauthorised absence. Any such absences may only be taken following authorisation by the head teacher.

More information can be found in the EFWS **Attendance Policy**.

9. Malicious allegations:

Parents/Carers and students have a right to complain about actions taken by EFWS staff. The Complaints Procedure is available to all users of the Service. This might include the use of restraint. If a specific allegation of abuse is made against a member of staff, then the service will follow the guidance set out the 'Managing allegations against staff' The director / headteacher will also consider the wellbeing needs of staff accused of misconduct

10.Training:

Our staff are provided with formal training and ongoing daily reflection on behaviour management that focuses upon supporting children and young people to understand their emotions, feelings impulsivity and triggers that cause them to escalate distressing, disruptive and often disturbing behaviour. Staff are supervised and supported to explore alternatives to and in, the proper use of restraint.

11. Legislation:

This policy takes account of the following legislation:

- Health and Safety at Work Act 1974
- Children Act 1989
- United Nations Convention on the Rights of the Child (ratified 1991)
- Human Rights Act 1998
- The Education Act 2011
- SEND Code of Practice 2015
- Department of Education (DFE) guidance January 2016 "Behaviour and discipline in Schools –Advice for head teachers and school staff"
- Getting the simple things right: Charlie Taylor's behaviour checklist
- Exclusion from maintained schools, Academies and Student referral units in England 2017
- National Autism Society – resources to avoid excluding autistic pupils https://www.autism.org.uk/professionals/teachers/myworldhub/exclusions.as px
- Technical Guidance for Schools in England (Equalities Act)
- DFE Behaviour and discipline in schools
- DFE Searching, screening and confiscation at school
- DFE Use of reasonable force in schools
- DFE Supporting students with medical conditions at school

- Exclusions from maintained schools, academies and student referral units in England
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- DfE guidance that schools should publish their behaviour policy and antibullying strategy online

This policy should be read in conjunction with the following school policies and guidance documents:

- Positive Handling Policy
- Anti-bullying Policy
- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Teaching & Learning Policy
- Supporting students with medical needs
- First Aid
- Online Safety Policy

This policy should be read in conjunction with the following Education Family Welfare Service Policies and Procedures:

- Anti – Bullying Policy
- Child Protection Policy & Procedures
- Complaints and Representations Policy
- Equal Opportunities, Equality and Diversity Poli
- Physical Intervention Policy
- Staff Code of Conduct
- Staff Induction and Training Policy
- Substance Use and Misuse Policy
- Use of Group Database Policy
- Review all polices to be included Cf to do they must all align

12. Quality Assurance, Monitoring and Evaluation – Impact

All incidents are recorded and tracked through the LARS process. Progress is recorded and shared with the student, their family and all staff. This enables the service to work with students and their families to ensure that every student has the best chance of success.

Regular monitoring of cumulative service data is used to provides quantitative and qualitative data to support regular monitoring and determining the experience of all groups of students and staff across the service. This enables effective responses, actions and interventions to be implemented.

Compliance with this policy will be subject to regular quality assurance by both internal and external experts to ensure that practice is meeting the legal requirements of the Team Teach model.

This behaviour policy will be reviewed by the Director SLT every year. The staff workforce and children/young people and families will be consulted at each review period to ensure the behaviour policy continues to meet the needs of the whole school community.