

# SCHOOL DISCIPLINE AND EXCLUSION POLICY

## School Discipline and Exclusions

BeyondAutism Schools seek to promote and maintain a positive ethos for its pupils. This policy aims to define the safe, healthy and calm environment in which pupils have the opportunity to learn unhindered by the behaviour of others and recognises that some pupils need protection from their own behaviour.

As schools, all staff promote constructive relationships with all pupils. We recognise that many pupils due to their learning difficulties will need support throughout their school career to develop and enjoy such relationships.

We believe that many pupils who display behaviour deemed 'inappropriate' have not yet learnt more effective and appropriate ways of communicating. We, therefore, seek to provide a positive teaching environment that enables all pupils to learn meaningful ways of communicating their needs.

We have a Code of Conduct that sets out, in general terms, how we expect our pupils to behave in school and on visits. All pupils are expected to behave according to the guidelines set out in the Code.

### Aims

- To develop a Behaviour Policy, supported and followed by the whole school community – parents, all BeyondAutism staff, pupils, governors and trustees – based on a sense of community and shared values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and secure environment.
- Through the School Curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
- To reinforce good behaviour, by providing a range of rewards for children and young people of all ages and abilities, rather than simply to discipline bad behaviour.
- As appropriate, with regard to the associated difficulties related to autism, to make clear to pupils the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

### Fundamental British Values

At BeyondAutism Schools, we aim to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values as defined by the Government in the 2011 Prevent Strategy;

The five British Values are:

- Democracy
- The rule of law
- Individual liberty

- Mutual respect
- Tolerance of those of different faiths and beliefs

We recognise the multicultural, multi-faith nature of the United Kingdom and understand the crucial role that schools play in promoting these values. We pride ourselves on our inclusivity and we teach all pupils to understand, appreciate, and respect diversity so that they may effectively relate to others.

By ensuring that we actively promote and reinforce British Values, BeyondAutism Schools will help to prepare pupils for the diverse and dynamic community in which they will live and work.

## Code of Conduct

### **Taking cognisance of the difficulties encountered by children with autism and related language and learning difficulties:**

- All members of the school community should respect one another.
- All children/young people should be respectful of those adults supporting them.
- All children/young people should be respectful of and considerate of their fellow pupils.
- All children/young people should respect their own and other people's property and take care of books and equipment.
- Repeated or serious incidents of physical violence, may lead to exclusion if it is felt the behaviour cannot be safely managed.

This Code of Conduct has been formulated with the safety and well-being of the pupils in mind, and to enable the school to function efficiently as a place of learning.

## Incentive Scheme

A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all pupils.

Rewards and/or individual reinforcers are given to the pupils both for good or improved work and for behaviour, and act as an incentive. Pupils' achievements both in and out of school are celebrated in Assemblies

## Sanctions

Pupils at BeyondAutism Schools are all taught using ABA/VB methods and their behaviour is carefully monitored.

However, there will be times when pupils behave unacceptably. They need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up, even for children/young people with autism. Minor breaches of discipline are dealt with by the

member of staff supporting particular pupils, in a caring, supportive and fair manner, having regard to the age of the child/young person.

Each case is treated individually. Generally, pupils are encouraged to understand that they are responsible for their own actions and that unacceptable behaviour has consequences.

If a pupil displays unacceptable behaviour, then a behaviour plan is drawn up and agreed by the parents. Please refer to the Behaviour Policy.

Major breaches of discipline are physical assault, deliberate damage to property, stealing, verbal abuse, and behaviour in class liable to impinge on the safety of other pupils and staff. BeyondAutism Schools have a standard procedure for serious breaches of discipline.

### Procedures for Dealing with Major Breaches of Discipline (over and above those considered entirely as a result of the pupil's autism)

- A letter/phone call to parents informing them of their son/daughter's behaviour.
- A meeting with parents, at which a strategy is decided, including involvement of Local Authority if appropriate, on how to improve the pupils' behaviour and resolve the situation.
- If the problem is severe or recurring and the pupil or other pupils are at risk of harm, then exclusion procedures may be implemented by the Head of School in accordance with The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012. Whilst Independent Schools are not legally required to follow these Regulations, BeyondAutism Schools will aim to adhere to the provisions contained therein so far as reasonably practicable.
- Throughout the use of exclusion procedures regular updates with parents/ guardians will be given including meetings as needed.
- In the event of permanent exclusion, exclusion for more than five days in one term or exclusion involving missing a public examination or National Curriculum test, the Head teacher will inform the Local Authority.
- Exclusion decisions may be reviewed by the Governing Body if referred by the relevant person in accordance with the Regulations.
- In the event of a child returning to school after exclusion, a risk assessment will be undertaken prior to their return by the school.

### Parents

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and pupils. Parents will be offered support to introduce any suggested strategies into the home.

Attending Parents' Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy.

If parents wish to appeal against the decision to exclude, the matter will be referred to the governing body. Three governors, who were not involved in the initial decision to exclude,

will acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within five days.

Records relating to the decision to exclude and the parents' complaint will be copied to all parties not later than two days prior to the hearing. In no circumstances however will the school or its staff be required to divulge to parents or others any confidential information on or the identities of pupils or others who have given information which has led to the exclusion or which the Head of School has acquired during an investigation.

The parents may be accompanied to the hearing by one other person. This may be a relative, teacher, friend or Parent Support Advisor. Legal representation will not normally be appropriate. If possible the governors will resolve the parents' complaint without the need for further investigation. Where further investigation is required, governors will decide how it should be carried out. After consideration of all the facts considered to be relevant, the governors will reach a decision on whether to uphold or rescind the exclusion or make other recommendations. This decision will be made within ten days of the hearing. Parents will be informed in writing of the governors' decision and the reasons for it. Their decision will be final. The governors' findings and any recommendations will be sent in writing to the parents, Head teacher and governing body.

Parents are entitled to appeal against a governing body's decision if it has upheld the Head of School's decision to permanently exclude their child; even if they did not make a case to, or attend, the governors' meeting.

## Care and Control of Children

All pupils have a personalised curriculum, taking account of their autism and associated learning and behaviour difficulties. Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils.

Every child with behaviour concerns will have a detailed behaviour plan listing antecedents, topographies of behaviour, consequences to be followed and any Team Teach procedures. It will also detail preventative strategies.

## Matter of Recording

All incidents are recorded on SchoolPod.

### SchoolPod

This is used to record:

- Any incidents involving a child, or anyone employed in school, resulting in personal injury or damage to property
- Damage to property by a pupil
- Any other incidents or matters of a serious nature.
- Any 'near misses'
- Team teach incidents

These incidents are ones that might give rise to disciplinary or legal action or become a matter of public interest.

Last review: September 2020  
Next review: September 2023  
Review group: Standards Committee