



Arun Court School: Policy Number 12E

Arun Court School – EXCLUSIONS AND TERMINATION OF SERVICES– last updated January 2021

Ratified by main EMAT meeting:

Signature (+ date) Chair of EMAT: Mr Paul Phillips

Signature (+ date) Proprietor: Mrs Beverley-Sarah White

Signature (+ date) Principal of School Vicki Williams

Date of next review: January 2021 (Reviewed annually)

Context

We pride ourselves on the quality of the teaching, therapeutic and pastoral care provided to our pupils. We also want to help as many young people as possible. As recognised by Ofsted we work with a small number of highly vulnerable students each year, and our work is unique. There are many schools locally who provide for standard ASD students, students with behavioural needs and students with ADHD. We work specifically with those who have poor mental health due to anxiety which is a block to communication and learning, and as such, due to the increased level of trauma these young people have often felt, we are not able to tolerate behaviour which may frighten or set back the recovery of the majority.

We recommend that you carefully read ALL policies but would particularly highlight these to be read in combination with this one:

- *Safeguarding & Child Protection Policy (3)*
- *Behaviour Policy (2)*
- *Bodycams Policy (3)*
- *Anti-bullying Policy (4A) The whole anti-discrimination suite (suite 4)*
- *Teaching, Learning and Assessment Policy (8A) Curriculum Policy (8B)*
- *Attendance Policy (9C)*
- *Admissions Policy (9A)*
- *Exams Centre Policy (7B)*

Fixed Term Exclusions and Termination of Services due to behaviour

At Arun Court School we always seek to avoid a fixed term exclusion process which is recorded on a student's file and history, which can be detrimental to their mental health. We are also of the opinion that several Fixed Term Exclusions taking place can 'mask' the real issue – that the student needs greater services, assessment and a change of environment. Fixed Term Exclusion can also give out confusing messages to children in our setting, as many have attachment anxiety, so staying at home is a reward and Fixed Term Exclusion could escalate negative behaviour. We therefore prefer to use emergency interim annual reviews, and support children to move onto a more appropriate setting.

We do however have to protect our staff and vulnerable students from serious verbal, physical and sexual assault. We also need to be responsible gate-keepers to public finance (all students are paid for by EHCP) and ensure that students are physically attending the setting and making progress through positive engagement.

We have strict admissions criteria* which reduces the risk of us taking students who are unsuitable for our setting. We carry out a one week trial prior to agreeing a placement, and there are further criteria** to assess the suitability of offering a placement. **If we then offer a place, and the child's behaviour LATER deteriorates (at ANY point) so that their current presentation would either not meet the admissions or successful trial criteria, we will class ourselves as no longer being able to meet need.** At such a point we will hold an emergency interim annual review and seek to provide parents, and brokering L.E.As, with paperwork to support both parties in finding a more suitable setting that can meet the need of current student presentation.

We continually review all the students against these criteria, as these are essential to ensuring that we are meeting their continued needs, and to protect the integrity of the setting. As a mental health setting, we take the notion of 'no more harm' very seriously and harm can be done to students if they are forced to attend somewhere that is not suitable, or indeed if they are affected by the actions of others who are unable to adhere to the setting rules and ethos.

In very rare circumstances, if we feel that reasonable adjustments can be made at school and the funding for these can be arranged, then we will continue services with a behaviour plan in place for a period of half a term in order to see if with these adjustments we can still meet need. In these circumstances it is made clear that **if the behaviour happens again**, we will have to terminate services, as we have a duty of care to keep students and staff safe.

Assault / Absconding and managing risk

Immediately after an incident of serious verbal aggression or inappropriateness, physical aggression or absconding, we will ask a child to be kept at home for at least a day, so that we can fully review what happened and consider whether a risk assessment and behaviour plan means that we can continue to have the child on site until the emergency review date. In some cases this may not be possible, and the child will need to be kept at home until the L.E.A and other professionals are available to meet, but we aim to arrange such meetings as quick as possible to reduce the stress on the child and family.

Complaints

If a decision is made at an emergency interim review that parents are not happy with, they can complain directly to the head teacher in writing and the complaints procedure will be initiated. The complaints procedure is available in Reception, and online, and includes at later stages the

opportunity for your complaint to be heard by E.M.A.T (governor) panel and an independent representative. The decision to cease services could be over-turned at these later stages.

*Initial criteria for paperwork scrutiny (No reds in order to consider offering a trial)

Admissions Policy – quick tick sheet

POTENTIALLY suitable after a trial period		NOT suitable for our setting	
Year 7 or above		AGE	Aged under Year 7
High academic ability, or low attainment but high IQ and potential – may have under performed due to absences from school		ABILITY Very low academic ability and low academic potential (such students find the conversation and academic level of our students very difficult to understand)	
Requires OT involvement and a sensory programme – We have a high emphasis on these services		ADDITIONAL THERAPY WE CAN'T OFFER Requires heavy speech and language involvement beyond social and emotional language (ie has major speech or receptive language issues)	
Requires clinical or educational psychology involvement – This is our main focus for support		PERSONAL CARE Requires any form of personal care – eating, dressing, toileting. We do not have staff trained in this facility.	
We may take a child with a record of aggression to other students, if we can see that the environment and their levels of anxiety have contributed		PHYSICAL DISABILITY Has a physical disability which means they cannot access stairs or other aspects of our very old building – where possible we will use the Hub as an alternative, and we are continuing to improve disabled access. We are not a physical disabilities setting.	
<p style="text-align: center;">Has any of the following conditions and needs:</p> <p>OCD Post-trauma needs Self-harming Psychosis Bulimia or anorexia Clinical depression Agoraphobia Phobias and fears Mono-mania Controlling behaviours Anxiety induced Tourette's Sensory processing difficulties Emotional regulation difficulties Gender orientation needs High social or learning anxiety High functioning ASD School refusal due to bullying or learning style difficulties</p> <p>We are happy to work with students who have been out of school for long periods of time</p>		PHYSICAL / VERBAL VIOLENCE Has a recent documented record of aggression and violence towards adults in school – Although we work with students under the ESB banner, we have a heavy focus on Emotional and Social. We are not MAPA restraint trained and our setting is therapeutic in nature with many students who are highly anxious Has a recent recorded record of homophobic, racist, gender discriminatory language, anti-disability – which would cause upset to students in these minority groups	
We are happy to work in close liaison with social services, CAMHS, psychiatric units and other provisions		ABSCONDING Following our pre-registration OFSTED inspection we have been asked to make adjustments regarding students who are very likely to attempt to exit without an adult. As we are not a fully secured site, due to fire regulations, and there is not the 'buffer zone' of private grounds / gardens, we can no longer accept students who have a history of absconding from school buildings.	
The paperwork indicates that the child is ready for a new style of intervention and is willing to work with us – the student needs to be able to demonstrate the capacity and desire for change, and be well enough to give it a concerted effort		INCREASES ISSUES FOR OUR VULNERABLE STUDENTS Has a record of bullying behaviours and constant intimidation of others – many of our students are highly vulnerable	
		STUDENTS REQUIRES AN ASD OR PDA SETTING, NOT MENTAL HEALTH Please note we are NOT a specialist setting for ASD/PDA We cannot take students who require visual timetables, a work station approach or any of the usual mid-range autism techniques; it does not work at our setting which is much more collaborative and free-flow	
		BEHAVIOURAL STRUCTURED APPROACH REQUIRED Students where there is a high indication that they require a behavioural led school with structure and rules (A PRU type approach) – we work on personal responsibility, self-regulation and engagement with therapy	
		SAFETY Has a documented record of refusing to follow safety rules and procedures – is not able to assess risk	

Trial Summary Criteria	No	Partly	Yes
Has this student managed to attend for full days (6 hours) by the end of the trial period? – Longer term, If attendance falls below 95% a placement is at risk	Red	Yellow	Green
Has this student kept to admissions criteria of no physical aggression and no attempts to abscond?	Red	Yellow	Green
Has this student affected the well-being or attendance of other students negatively? (an admissions criteria)	Green	Yellow	Red
Has the student been open to therapy and strategies to support their mental health needs? (an admissions criteria)	Red	Yellow	Green
Has the student responded well and participated in academic activities of increasing challenge?	Red	Yellow	Green
Has this student shown potential ability to respond to negotiated learning approaches (3 choices)	Red	Yellow	Green
Has this student shown potential ability to start to use strategies to self-regulate?	Red	Yellow	Green
Has this student shown medium level disruptive behaviour / verbal aggression / sexualised verbal aggression?	Green	Yellow	Red
Has the student managed to follow safety procedures when asked? (fire alarm, class or school evacuation, road safety etc)	Red	Yellow	Green
Has the student been willing to wear the non-verbal communication band?	Red	Yellow	Green
Has the student shown that they follow and adhere to the technology agreement and rules, including around mobile phones?	Red	Yellow	Green
Has the student managed to attend and participate well / appropriately in any social activities locally, aside from lunch times?	Red	Yellow	Green
Has the student falsely accused staff?	Green	Yellow	Red
Testing, levelling			
<u>Mental Health / Therapeutic</u>			
<u>Academic</u>			