



East Clayton Farm

ECF Learner Behaviour and Exclusion Policy

Learner Behaviour and Exclusion Policy and Procedure



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Description	This document describes East Clayton Farm 's expectations of student behaviours and procedures for excluding a young person from our courses and provision
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PRINCIPAL RELATED POLICIES & PROCEDURES

Document Title	Location
Safeguarding	ECF Policies & Procedures

Principles:

East Clayton Farm (ECF) aims to provide a safe learning environment with a climate where pupils enjoy learning and participate in activities. The farm aims to engender an environment of trust and co-operation that fosters the desire to learn.

The staff at ECF aim to offer a secure, enjoyable learning environment where expectations are clear, and conflict is minimised so that everyone's self-esteem can be enhanced

ECF has high expectations of all learners but recognizes that some of the students it works with have behavioural and learning difficulties and that reasonable adjustments need to be made to accommodate this. We will offer a range of appropriate activities and individual support. We will identify under achievement or disengagement, make targeted early interventions, assess and create a positive climate of behaviour to assist learners to become healthy, safe and achieve in their learning so they can make a positive contribution to society and achieve economic well-being and be well rounded citizens.

BEHAVIOUR

Our behaviour support policy will underpin these principles by:

- Showing and encouraging respect and tolerance for each other and for ourselves
- Valuing the contribution of each person in the team

We believe that:

- The encouragement and reinforcement of good behaviour is a matter of collective responsibility
- Every pupil and adult have the right to feel safe and unthreatened by verbal or physical abuse
 - Pupils and adults should be fully aware of the consequences of behaviour which is unacceptable.
- Where pupil's understanding is limited, we will work towards encouraging greater understanding and awareness

Managing behaviour

The ethos of East Clayton Farm is one of anticipating and diffusing potentially challenging behaviour. ECF makes a commitment to:

- Set clear, realistic expectations and firm boundaries

- Support the provision of an effective learning environment in which everyone feels safe, valued and able to learn
- Encourage good behaviour and respect for others and prevent all forms of bullying
- Provide and maintaining adequate staffing levels that do not leave individuals in a vulnerable position
- Ensuring staff model the behaviour we are expecting of our pupils
- Avoiding situations which are known to trigger aggressive episodes and creating opportunities to engage in meaningful activities. This includes opportunity for choice and a sense of achievement
- Recognising early stages of behavioural episodes and the deployment of diffusion techniques to avoid escalation
- Endorsing the principles of effective risk assessment.

The aim of ECF is to enable individual pupils to develop their academic and social skills, in order for them to reintegrate successfully into appropriate full-time educational provision or employment. Pupils will be treated fairly, but appropriately, regardless of race, gender, social background, ability and beliefs.

Unacceptable student behaviours include

- Actual or threatened violence from others
- Bullying
- Harassment, including sexual or racial harassment, or harassment on the grounds of religion, belief or disability
- Illegal substances or alcohol being made available
- Criminal behaviour (e.g. theft and the carrying of offensive weapons)
- Deliberate damage to property
- Harm or abuse of farm animals

Proactive Approach

- In many instances behaviour problems can be avoided or prevented by using appropriate behaviour strategies
- Listen: listening is important. Being listened to can have a positive effect on behaviour and motivation

- Stay calm: calming strategies often work. Talking softly may avoid the escalation of confrontation
- Give clear directions: check for understanding and pay attention to signals and body language
- Positive reinforcement: focus on those who are carrying out instructions
- Keep pupil on task: give consistent praise, which is specific and genuine. Use positive repetition
- Manage anger: keep it brief. Blame the behaviour not the pupil. Use 'I' statements. Re-establish the relationship as soon as possible
- Avert confrontation: ignore behaviour. Do not create an audience. Positive behaviour needs acknowledgement

Rewards and Sanctions

Rewards

A variety of rewards can be given. These include praise for good work or behaviour. The CEO can be asked to supply positive recognition of effort and behaviour and encourage pupils to celebrate their achievements. Positive reports to referring organizations can be shared with pupils.

Sanctions

A hierarchy of sanctions is in operation. They include, discussion with pupil, warnings, time outs, resetting of targets to address behavioural issues where appropriate.

EXCLUSIONS

Rationale:

East Clayton Farm aims to include, not exclude, and we will approach all challenging behaviour in a supportive and positive way. We recognise that poor behaviour can be symptomatic of a real, deeper need for our support or being influenced by external factors beyond East Clayton Farm's influence.

East Clayton Farm strive to never give up easily on a learner as we recognise that each person has a unique contribution to make and we will support them to achieve this.

East Clayton Farm will consider all potential exclusions on a case by case basis and there are several main reasons why an exclusion may occur;

- Serious breach of East Clayton Farm rules or policies

- Serious risk of harm to the education, health or welfare of the learner, other learners, staff and volunteers at East Clayton Farm-
- Serious risk of harm or threat to the welfare any of the livestock of animals at ECF

This can either be for a very serious one off incident or the repetition of serious incidents over a period of time. Any exclusions will be at the discretion of the CEO, in consultation with other members of the team and with the referring organization or parent.

Permanent Exclusion

A permanent exclusion is when a young person, enrolled on a qualification, or taking part in Alternative provision with East Clayton Farm, is excluded from provision and the site and not allowed to return.

Reasons for Exclusion

A decision to exclude a learner is always a last resort and will take full account of our duty of care under our Safeguarding policy and procedure. The physical and emotional health of our learners and staff is our primary concern. The safety and well being of all stock and animals is also of paramount importance. We accept that in some serious situations exclusions may be necessary if all other strategies have been exhausted.

A decision to exclude will usually follow a range of strategies being tried and exhausted or be in response to a very serious one off breach of ECF rules and policies or disciplinary offence such as:

- Serious act or threat of violence against another learner or member of staff
- Serious act or threat of violence against any livestock or animal at ECF
- Persistent bullying
- Persistent prejudiced based harassment
- Deliberate damage to ECF property
- Theft

