

## Behaviour and Exclusion Policy

This policy should be read in context with OMG Education's Curriculum Policy.
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### Part 1: Behaviour Introduction, Purpose and Scope

This is a policy for use within services operated by and delivered under the auspices of OMG Education (OMG) and employees of the organisation. OMG supports young people in a range of service settings and aims to engage them in education, leisure and lifestyle opportunities.

The purpose of the policy is to:

- Provide a positive and proactive framework for supporting young people who may be at risk from exhibiting behaviour that may be regarded as 'challenging'. *(Although there is much debate regarding the exact definition of challenging behaviour in schools, it can be broadly defined as aggressive behaviour, physically disruptive behaviour, socially disruptive behaviour, authority challenging behaviour, and self-disruptive behaviour. For an in-depth overview of challenging behaviour in schools and post-sixteen education, please see the DfE publication 'Pupil Behaviour in Schools in England'.)*
- Define and articulate the values and principles of the organisation.
- Ensure the health & safety, security and welfare of the young people supported by the organisation and the employees of the organisation.
- Provide a framework for employees and enable them to dispense their duty of care accordingly.

OMG believes in:

- Providing services for young people in which they feel safe, secure and in an environment free from abuse, bullying, and violence.
- That young people have a right to the lives they wish for and the opportunity to maximise their potential.
- Working with young people positively and proactively, it believes in fostering appropriate adult-young person relationships in which young people feel valued as a partner.

The scope of this policy is to address needs within OMG. All other staff working within the organisation have a responsibility to be aware of this policy and dispense their care towards young people, colleagues and the public under the principles within it. Partner organisations will be made aware of this policy.

Prevention of critical incidents and appropriate support of individual young people is paramount to OMG Education School. Effective individualised support of young people can prevent challenging behaviour and reduce the likelihood of incidents escalating. OMG adopts a graduated response about behaviour support and management. Restraining people is not part of OMG's values. The use of restrictive physical intervention is viewed as an absolute last resort response in line with Keeping Children Safe in Education guidance 2024 (see also Part 2 of this policy - Behaviour Management Policy Implementation' for further details). Staff will receive training in behaviour management with a focus on de-escalating physically volatile situations. This is solely to remove feelings of potential vulnerability in worst-case scenarios.

To reflect the principle that OMG believes that emphasis must be afforded to the welfare and rights of young people and the belief that positive behaviour support is the most effective way of working with children. The Behaviour Support Plan will focus on positive behaviour support.

## **Section 1: Values & Principles**

1.1. OMG believes that it provides excellent opportunities to individual young people through:

- Appropriate assessment and effective support
- Individualised packages of education, support and inclusion
- Flexible approaches to educating and supporting young people
- Aiming to enable each young person to achieve their full potential
- The development of appropriately trained staff
- Involvement and discussion with young people and their families or carers
- The development and delivery of a unique ethos laid out in OMG's Curriculum Policy

1.2. To ensure the young people and staff are in a safe learning environment at OMG, young people are given five rules to follow:

- No Violence
- No Theft
- No Bullying
- No Drugs and Alcohol
- No exclusive internal or external relationships

1.3. Young people are expected to sign and adhere to a learner agreement concerning their attitude, behaviour, and attendance. The young people revisit and discuss the agreement at different points throughout the year and, where possible, agree on appropriate consequences for breaching the agreement.

1.4. There is an expectation that:

- Managers and staff are aware of this policy and operate within the guidance associated with it.
- Managers and staff are aware of national initiatives and guidance and operate within guidance as it is offered by the relevant agencies.
- There is a process for assessing and managing risk in the context of behaviour management.
- There are robust recording and reporting systems, these systems must be current, and all staff should make good and appropriate use of them.
- In all circumstances, people have access to appropriate support following an incident. This includes OMG's staff, young people, visitors and others who may have witnessed an incident which affects them.

1.5. All young people should have access to:

- Appropriate support
- Education and the Curriculum
- Opportunities to maintain interests and develop new interests.

- Appropriate opportunities for sustaining and developing a range of relationships with other children and young people, their families, and friends.
- Documentation in a format they understand and articulate a preference for
- Information that is accessible
- A service that is sensitive to culture, ethnicity, and spiritual needs

1.6. OMG supports many young people who have a variety of needs. We offer support based on need with due regard for gender identification, sexuality and sexual expression, cultural background, and spiritual expression.

## **Section 2: Behaviour Support and Change**

2.1. Behaviour support and change are achieved by ensuring that OMG works positively and proactively with young people. For this to be achieved, staff will view behaviour in the wider context and understand that:

- Behaviour is experienced, expressed and used within the context and dynamics of human relationships.
- Behaviour is used to communicate an unmet need.
- Human behaviour can be experienced and expressed through a range of emotional expressions, all of which are observable.
- Most human behaviour is acceptable within certain environmental constraints; it is most often the environment that increases risk or social consequences as a result of the behaviour.
- It is often the environment that creates behaviours which are viewed as socially unacceptable by others.
- Some young people will have experienced environments in which a range of behaviours may have been supported as appropriate and reinforced by adults in their life.

2.2. OMG will:

- Identify personal and environmental factors which impact individual young people.
- Assess the reasons why a young person may use particular challenging behaviours and the function the behaviour(s) serve for the individual.
- Ensure that strategies and approaches are developed that help to prevent and reduce challenging behaviour wherever practical.
- Ensure access to appropriate professional support for young people.
- Enable access to services and support on an equal basis for all young people.
- Actively develop opportunities for inclusion where practicable and appropriate.
- Monitor and evaluate behaviour and continue to review interventions accordingly.
- Develop individual Behaviour Support Plans.

2.3. Prevention will be achieved by:

- Holding positive views of young people and building on the relationships valued by the individual.
- Weekly, and where necessary, daily, positive reporting of behaviour and academic performance to parents to affirm positive behaviour.
- Educating young people about Choice Theory and helping them to reflect on this in their daily life inside and outside of school.

- Developing appropriate positive relationships with young people based on appropriate values base and professional boundaries.
- Creating an environment in which young people feel safe and secure.
- Ensuring staff have the appropriate skills to effectively support young people through training and Insets, i.e., Choice Theory Training, SEND training etc.
- Supporting young people, as far as possible, to understand their behaviour and learn alternative ways of expressing themselves or achieving their desired aim (basic need) through alternative methods.
- Including, involving, listening, and taking account of the views held by the young person.
- Ensuring staff have clear guidance and appropriate skills.
- Recognising the personal indicators exhibited by individual young people when they are having difficulty in managing their emotional state or are reaching a crisis.
- Identifying previously successful diversion and de-escalation strategies must be incorporated into the individual Behaviour Support Plan.
- Identifying emerging risk indicators and ensuring there is a written record of appropriate interventions.

### **Section 3: Risk Assessment**

3.1. When assessing risk, the following must be considered:

- The environmental context of the behaviour and the relative effect this may have on the element of risk and potential outcomes of the behaviour.
- Personal vulnerability factors affecting individual young people and the impact this may have in contributing to their behaviour and how they express themselves.
- The probability of emerging risk and the seriousness of potential outcomes.
- How preventative and proactive measures may effectively reduce the level of risk.

3.2. All young people who have Behaviour Support Plans must have an appropriate written behavioural risk assessment which dovetails with the written Behaviour Support Plan and details:

- The targeted behaviour(s)
- The environments in which the behaviour is displayed.
- The objective assessment of the level of risk the behaviour presents to the person and/or others.
- If possible, identification of who is at risk.
- Risk reduction strategies which may require OMG behavioural interventions.
- Short and long-term goals of the risk reduction strategies
- All details of Behaviour Support Plans are to be recorded on School's Management Information System (MIS).

3.3. If the risk assessment indicates that it may be necessary to use physical interventions as part of a planned behavioural response, due regard must be given.

### **Section 4: Reporting and Recording**

4.1. It is important that in achieving consistent standards of support, staff use appropriate reporting and recording tools. OMG has a robust set of appropriate reporting and recording tools. This will enable staff to record:

- The context of the incident, time of day, location, environmental issues
- Who was present, including other young people staff, members of the public or family members?
- Type of incident and relative risk
- Predecessor factors, what happened before the incident.
- What alternative actions had been tried to prevent the escalation of the incident?
- How the behaviour was effectively managed and the outcomes of the situation. Positive outcomes should be recorded to inform Behaviour Support Plans.
- Any debrief action for the young person, staff who were involved and any witnesses to the incident, both young people or adults

OMG has a MIS system that supports our educational and social values. All key incidents (both positive and negative) will be stored on our MIS, making data extraction simple yet effective for delivery staff, management, and external inspectors.

## Summary

In the development of this policy, OMG has strived to reflect the principles of:

- Mutual respect for young people, colleagues and others who come into contact with the service.
- Employing a full range of strategies and support for young people
- Enabling opportunities for meaningful communication and interaction
- The creation of a positive environment for all
- Delivering a full curriculum to young people that promotes skills, motivation and learning opportunities.
- Promoting an ethos of positive behaviour support that leads to a reduction in the use of restrictive physical skills.
- Promoting an environment which is safe for young people and employees.
- OMG holds paramount the rights of young people to feel safe, secure and free from any form of abuse and bullying.

## Part 2. School Behaviour Policy Implementation

Young people who access OMG often have multiple and complex needs. Anti-social behaviour may well be a feature of their lives to date. This Policy is based on the concept of positive reinforcement. At the heart of the policy is the principle of respect for oneself and others, involving a range of strategies and techniques supported by verbal and positive communication. The approach is exemplified by OMG's ethos of not using physical intervention. However, should there be a situation where a young person is at risk of seriously injuring themselves or others, then the use of limited physical intervention by appropriately trained staff as a last resort may be appropriate, but only when all non-physical approaches have been exhausted.

### Strategy

OMG aims to turn difficult and disruptive behaviour into more positive attitudes and socially appropriate behaviour.

OMG's approach to behaviour management has several key strategies:

- Build a strong rapport with each young person and a sense of family as an organisation.
- Appropriately assesses needs and identify and effective support.
- Individualised packages of education and support
- Clear and appropriate boundaries
- One staff member in every classroom with a mentor or Senior leader is always available for additional support if required.
- Enthusiastic curriculum delivery
- Enabling each young person to set meaningful goals in line with their potential
- The development of appropriately trained staff
- The continuous involvement of parents/carers
- The embedding of the Choice Theory and Reality Therapy ethos to become an outstanding world-class "Quality School".

OMG assessment requires staff to record a young person's involvement with other agencies such as Social Services or YOTs.

All staff are required to record evidence of the following types of behaviour:

- Bullying
- Violence
- Inappropriate sexual references
- Inappropriate sexual and verbal communication
- Substance misuse
- Self-harm
- Group disruption
- Verbal aggression

The weekly personal tutorials also serve to monitor the behaviour and address problems as they occur by discussing and recording the appropriate actions required. Tutors must communicate with parents weekly at a minimum of twice a week to report on behaviour attitudes.

Behaviour issues need to be dealt with promptly by all staff that come into contact with young people. Regular contact is maintained between OMG staff, young people, parents and carers. Home visits should be made at least once per year to provide insight, advice and support. This will also be carried out to create opportunities for discussion about school expectations and hopes for each young person.

Where there are persistent or serious concerns over a young person's behaviour, OMG works with other outside agencies. These may specialise in issues such as substance misuse and anger management, etc. Visits to households will be more frequent than annually if any safeguarding concerns arise.

### **Choice Theory - Behaviour Management Strategy**

OMG works on the premise that any behavioural incident will have the following elements, which appear in a linear sequence.

The ABC elements are:

- A - Antecedence - the trigger.
- B - Behaviour - positive or negative.
- C - Consequences - positive or negative.

Based on the understanding that all behaviour is carried out to fulfil a need, element A will be explored with the young person together with a member of staff. The basic needs highlighted should also be identified.

All staff should have access to the underpinning information, which will enable them to understand the ABC process and employ the appropriate behaviour management responses.

As a result of this process associated with any incident, the following should occur:

- Setting and implementation of appropriate learning consequences (Not punishments – all consequences are decided upon with consideration of our Choice Theory learning consequences approach).
- Consequences should suitably challenge young people to move out of their comfort zone but not into a zone of complete fear.
- Debriefing to staff, young people, and the line manager
- Completion of forms on MIS: Incident Report Form, Accident Report Form, Intervention Form.
- Appropriate information sharing internally.
- Liaison and feedback to commissioners

For serious incidents, the school must make clear reference to the learning consequences set out in Learner Agreement as agreed by the young person, their parent/carers and the OMG Learning Mentor.

Exceptionally, a pupil's behaviour could lead to a period of exclusion from school. This option would only be instigated when:

- The school felt that it could not guarantee the safety of the young person involved and the safety of other pupils and staff.
- The young person has refused to undertake a learning consequence following a serious incident or series of incidents.

## **Behaviour Regarding External Provision**

Responsibility for the behaviour of young people when in an external provision lies with that particular educational provider, agency, its staff and OMG learning mentor. Young people are subject to the disciplinary code applied to all young people within the external provider setting in collaboration with this policy.

### **Incident Procedure:**

- Report from external agency staff to Headteacher
- Headteacher to investigate the report.
- Discussion with external provider staff as to appropriate action.
- Home visit, parents/carers notified by the learning mentor if appropriate.
- Action Plan to re-engage young person.
- Action Plan and SMART goal set by the learning mentor.
- Action Plan agreed by all parties.

### **Further Action**

- Review of Action Plan (behaviour) on a needs basis (daily, weekly, and monthly) with the young person, the staff of the external provider and the OMG Learning Mentor.
- If further action is required, the young person will then follow the external providers' disciplinary processes, and if it is clear that the placement has irretrievably broken down, then OMG will seek to provide an alternative education provision.



## Part 3. Exclusion Policy

### Introduction

OMG Education (OMG) is an independent school for young people. We believe that behaviour should be addressed proactively, not reactively and that children should be treated as individuals with respect and dignity - behaviour will be much improved when they have high self-esteem. It is important that children are respected for who they are as well as what they can do, that they are listened to and taken seriously, praised when appropriate and shown by verbal and appropriate physical contact that they are held in regard and valued.

At OMG, we understand that our young people bring a wide variety of behaviour patterns based on previous experiences and differences in values, attitudes, parenting skills and peer modelling. For young persons with Autistic Spectrum Condition, this will also include behaviours associated with difficulties in developing social understanding, social communication and flexible thinking skills. We also understand that all behaviour displayed by young persons is a form of communication, and poor behaviour is often a display of anxiety, confusion, anger or upset.

### Values

OMG believes that schools should be inclusive places for every young person and not exclusive places for some. We believe that exclusion for young persons with special educational needs and disabilities, whether this is for a fixed term period (suspension) or permanent exclusion, should be an action of the very last resort. Our children and young people have often been marginalised and excluded by society and will also often have experienced multiple placements, exclusions and/or 'managed moves' - the role of OMG is to help break the cycle of exclusion and potential discrimination of young people as we cannot see the benefit of excluding young persons who have already spent significant time out of education.

### Principles

To ensure the students and staff are in a safe learning environment at OMG, students embrace five 'non-negotiables':

- No Violence
- No Theft
- No Bullying
- No Drugs and Alcohol
- No exclusive internal or external relationships

Young persons who are not able to follow school expectations at any given time are subject to a wide range of clear learning consequences. These learning consequences include refocusing sessions, reflection work, and the work involved in repairing and rebuilding relationships through a restorative justice approach. We believe that our young people can develop key personal skills much faster through this approach. These approaches are detailed in OMG's Behaviour Policy.

As outlined in that policy, we believe that the OMG provides opportunities for individual young people through:

- Appropriate assessment and effective support
- Individualised packages of education, support and inclusion
- Flexible approaches to educating and supporting young people
- Enabling each young person opportunities to achieve their full potential
- The development of appropriately trained staff by facilitating internal and external CPD
- Involvement and discussion with young people and their families or carers
- The development and delivery of a unique ethos as laid out in OMG's Curriculum Policy.'

OMG will use all the above tools to avoid the suspension or exclusion of any young person and promote their well-being. As an inclusive organisation, we will seek to learn, adapt and develop our response to the young person to promote their retention in education.

Where OMG believes that this requires the development of a more individualised and/or flexible full-time package of educational support, then there will be clear consultation with all involved parties – parents/carers, commissioners, and the young person themselves. Individualised/flexible packages will always have the aim of ensuring continued and high-quality education for the young person, which supports future social and educational exclusion.

We consider our partnership with parents/carers to be central to our success as a school. Within the initial contracting with the parent, there will be a copy of this policy, the school Behaviour Policy, and an agreement about everyone's responsibilities around challenging behaviour signed by the parent/carer and a representative of the school.

### **Suspension criteria**

Exceptionally a young person's behaviour could lead to a period of suspension from school. This option would only be considered when:

- The school felt that it could not guarantee the safety of the young person involved and the safety of other young persons and staff.
- The young person has refused to undertake a learning consequence following a serious incident or series of incidents.

### **Permanent Exclusion criteria**

OMG aims to actively avoid permanent exclusion for any young person. We do recognise that there may be circumstances where the placement at OMG school breaks down as the young person's needs cannot be met. In these cases, the school will work with the parents/carers and the commissioners to actively identify and secure an appropriate alternative placement and so avoid a damaging permanent exclusion.

In very exceptional circumstances, when a young person will have received more than 15 days suspension in a term and where the commissioner has not been able to secure an alternative appropriate placement, then a permanent exclusion may be the only available action for the school.

## **Appendix A: Arrangements around Suspension and Permanent Exclusion**

Suspension is a disciplinary sanction and means that a young person is not allowed on the school premises for the duration of the suspension. A young person may have a suspension for one or more fixed events or in very exceptional circumstances, permanently excluded.

### **Suspension**

- A set number of days, after which the young person returns to school. This should be no more than 15 days in any one term.
- The school must inform the parents/carers by explaining the reasons for the suspension from school and how long it is to last.
- The school will provide educational resources/activities for the young person.
- On returning to school, there will be a reintegration meeting in which all those concerned can discuss the best way forward for the young person.
- Parents can challenge a fixed-term exclusion through written representation to the Proprietor.

### **What happens following a suspension?**

- The Headteacher must, without delay, notify parents/carers of the period of the suspension and the reasons for it.
- The Headteacher must, without delay, notify the Proprietor of the school and the commissioner of the placement of the period of the suspension and the reasons for it.
- The Headteacher must set the date and time of the young person's reintegration into the school.
- The Headteacher must send a letter that sets out the date and time of the young person's reintegration into the school to parents/carers.
- Meaningful mentoring will take place throughout any suspension to encourage the young person to reflect on why they were suspended and to set goals to help them adopt positive behaviour and create positive change for themselves.

### **Additional arrangements - Permanent Exclusion**

- Any consideration of permanent exclusion will be undertaken by the Headteacher in consultation with the Proprietor. They will consider the circumstances of the potential exclusion and whether the placement has irrevocably broken down, and if the school has exhausted all options with regard to provision for the young person.
- They must, without delay, notify the parents/carers and commissioners of the permanent exclusion and the reasons for it.
- For the first five days, the parents/carers are responsible for the young person's whereabouts, and he/she must not be in a public place during school hours.
- For the first five days, the school will provide educational resources/activities for the young person.
- An assessment of the young person's circumstances should be undertaken by the Local Authority EHCP co-ordinator so that a long-term reintegration plan and plans for a new placement can be devised.
- The Local Authority commissioner must arrange suitable full-time education for the young person to begin no later than the sixth day of the exclusion.

- Where a young person has an Education Health & Care Plan (EHCP), the Local Authority must ensure that appropriate full-time placement is identified in consultation with the parents/carers, who retain their rights to express a preference for a school that they wish their child to attend or make representations for placement in any other school.
- Parents/carers can challenge a permanent exclusion through written representation to the Proprietor.