

# Falcons Learning Ltd

## Positive Relationships Policy



Falcons Learning  
The Sky is the Limit

<b>Approved by:</b>	Stephen Wash	<b>Date:</b> 10/06/2023
<b>Last reviewed on:</b>	23/02/2024	
<b>Reviewed By:</b>	Stephen Wash	
<b>Signature</b>		
<b>Next review due by:</b>	21/02/2025	
REVIEW EVERY 3 YEARS	REVIEW EVERY 2 YEARS	REVIEW YEARLY

<b>Title</b>	Behaviour Policy
<b>Author</b>	Principal
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<b>Owner</b>	Principal
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<b>Version</b>	<b>Date</b>	<b>Change Agent</b>	<b>Details of Change</b>
1.0	03/11/2021	Stephen Wash	Initial Issue
2.0	10/06/2022	Stephen Wash	Direction from Learner consultation
2.1	21/03/2023	Stephen Wash	<ol style="list-style-type: none"> <li>1. Change in title from 'Behaviour Policy' to 'Positive Relationships Policy' to more accurately reflect the restorative ethos of Falcons learning.</li> <li>2. Addition of explanatory paragraph in the policy statement.</li> <li>3. Removal of the section of policy around unofficial Suspensions to remove ambiguity.</li> <li>4. Change of terminology to Suspension from Suspension.</li> <li>5. Update of guidance in relation to Suspension.</li> </ol>
2.2	23/02/2023	Stephen Wash	<ol style="list-style-type: none"> <li>1. Further ongoing consultation form learners in relation to bullying and support for both bullies and the bullied.</li> </ol>


<b>Overview</b>
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*Falcons Learning understands fully that learner behaviour is often a manifestation of underlying issues and problems over which the learner has no control. This has led to many learners facing Suspension and alienation from the mainstream school and wider community. Therefore, the Falcon's positive relationships policy is constructed to help Falcons learners overcome those issues and access education. It is based around an individualised methodology where each case is considered on its individual merits and is constructive and restorative, not punitive, in its nature.*

<b>Review Panel</b>
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Directors
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Principal
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Senior Leaders			
Student			
<b>External Input</b>			
<b>Review Date</b>	21/03/2024		
<b>Review Interval</b>	1 year		
<b>Review Signature</b>			
<b>Name</b>	Stephen Wash	<b>Date</b>	21/03/2023

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## Positive Relationships Policy

This policy is to be read in conjunction with Keeping Children Safe in Education (2023)

### Policy Statement

The purpose of Falcons Learning is to meet the diverse social, emotional and educational needs of pupils who have been, or who are at risk of being permanently excluded from mainstream secondary schools.

Falcons Learning understands that the key element within our ethos is the restorative and calming approach to our relationships. Learners and staff seek to work together as a team with a shared goal of raising achievement and improving social skills. This is facilitated in an atmosphere of mutual trust and respect.

Falcons Learning understands that the principal stakeholders within the school are the learners. This policy will be reviewed annually with input from the learners.

Falcons Learning is committed to fulfilling its purpose by working in close partnership with parents, carers, schools, and outside agencies.

This policy recognises that challenging behaviour is often a means of communication and Falcons Learning staff therefore aim to:

- Empower learners to make good decisions about the society that their school represents and direct the strategy of the school.
- Create and support learning environments which encourage and foster good behaviour.
- Raise individual standards of achievement.
- Promote self-discipline and positive relationships.
- Develop aspiring, confident, independent, and resilient young people.
- Prepare young people for a successful transition to the next phase in education, training or employment.

In order to achieve these aims, Falcons Learning staff will provide pupils experiencing difficulties with their behaviour the support they need to gain control over their ability to communicate effectively and safely.

This policy takes into account the Equality Act (2010) which highlights actions and behaviours which are unlawful such as: direct / indirect discrimination, failing to make reasonable adjustments for disabled pupils or staff, harassment related to a protected characteristic, victimisation.

## Certificate of Compliance

Falcons Learning undertakes to comply with the East Riding of Yorkshire's guidance and policy on school Suspensions.

## Rights and Responsibilities

In order for all staff and pupils to work in a safe and effective learning environment, everyone at Falcons Learning has responsibilities to protect everyone else's rights, and to ensure that these rights and responsibilities are communicated effectively.

This ethos is regularly revisited with pupils and staff to ensure that all incidents of serious and challenging behaviours are dealt with through an understanding of this framework

Rights	Responsibilities
The right to be physically and emotionally safe	To keep myself and others safe
The right to be heard	To make myself heard in an appropriate way
The right to make choices and to contribute to decision making	To be willing to listen to advice and to consider the points of view of others
The right to learn	To be present and to be open to learning
The right to a school environment that is free of sexual harassment, racial discrimination, and discrimination of any sort on the grounds of colour, size, age, disability, culture, religion or sexual orientation and gender identity.	To uphold and promote the Equality Act (2010)
The right to be treated with respect and dignity	To treat all pupils and staff with respect

### Attendance Policy

We believe that regular, punctual school attendance is vital for high achievement in order that students can be the best that they can be. Regular attendance of students is closely related to their levels of achievement and this makes the issue of regular attendance very important. Further information can be found in our attendance policy.

### OUR EXPECTATIONS

Good attendance and punctuality depend on a partnership between students, parents and carers, the academy and outside bodies. For its part, the school expects the following from students and parents and itself follows this practice:

Students expect that their school environment has a set of non-negotiable parameters as they have defined:

- Teamwork
- Have a laugh.
- Be respectful.
- Be supportive.

- Safety
- Pride
- Health

Staff members will adhere to these principles.

Students are expected to:

- Attend school regularly.
- Arrive at school in good time each morning.
- Attend all lessons promptly and remain in lessons until the end (not attending a lesson or leaving a lesson without permission will be considered **internal truancy** and will be dealt with in line with the school's truancy policy.

## Rewards and Responses

Most students at Falcons Learning need support to motivate them in their learning. Falcon's Learning understands that for some learners life can be chaotic and the support of school is essential to help them regulate effectively.

The package of learning is designed to empower learners to overcome the challenges which may manifest in challenging behaviours. We understand that crisis behaviours are not always an easy choice for learners with Social Emotional and Mental Health issues.

## Responses

Our policy is not prescriptive in its detail and we recognise that effective implementation will rely heavily on the professional judgement of staff (teams) and the needs of individual pupils. It also relies on regular revisiting of our collective Rights and Responsibilities.

To assist in the decision-making process should sanction be the route chosen then please refer to Appendix G – for additional guidance. Note this does not replace the discretion or the professional judgement of staff. Where this is the case then an auditable joint decision will be arrived at. (Senior team meeting)

# Physical Intervention

## Use of Physical Interventions

All/Most staff at Falcons Learning are trained to de-escalate behaviours which put any user of the school at risk. However, in some circumstances the use of force is unavoidable.

Any action to control a pupil's movement must be reasonable, proportionate, and necessary.

The best interests of that pupil are the paramount consideration.

(i) The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils.

(ii) Force is usually used either to control or to restrain a pupil. This can cover a range of responses such as prompts, guides, break away techniques and restraint.

(iii) 'Reasonable in the circumstances' means using no more force than is needed to reach a desired outcome.

(iv) Restraint is defined by Team Teach as the positive application of force by staff, in order to overcome rigorous resistance, completely directing, deciding and controlling a person's free movement.

(v) Staff at Falcons Learning always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil, and all stakeholders recognise that there may be side effects of physical contact, such as scratches and bruises.

### Who can use reasonable force?

(i) All members of school staff have a legal power to use reasonable force.

(ii) This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

(iii) Where it is a foreseeable risk that the use of force may be necessary such pupils will require risk assessment.

(iv) Most staff at Falcons Learning receive the appropriate Team Teach Training where possible, and habitually undertake dynamic risk assessments.

**When can reasonable force be used?**

The use of reasonable force guidance (2013) states that

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
- (iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Staff at Falcons Learning (North Lincolnshire) can use reasonable force to:

- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so, and their behaviours are preventing others' right to learn.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight.
- Prevent damage to property.

Before staff at Falcons Learning make a decision to use force they will conduct a dynamic risk assessment. This means that staff will weigh up the situation on the spot, considering all the risk factors, and make a professional judgement.

**Staff cannot and will not:**

- **use force as a punishment – it is always unlawful to use force as a punishment.**

Falcons Learning's position is that force is the last resort and only used to prevent injury or significant damage.

All Physical interventions will be closely examined by Senior Leaders.



**Physical contact**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary, giving due regard to the pupil's feelings and sensitivities, such as:

- Giving first aid.
- Comforting a distressed pupil.
- Praising or congratulating a pupil.
- Contingent touch is an important part of daily interaction and may be used where appropriate.
- Some learners may have touch as a part of their Individual Learning Plan.

**Team Teach Training**

The management of Falcons Learning are responsible for the training of staff. All/Most staff complete Team Teach training and are authorised to use Physical Intervention.

A list of staff that have completed this training is held by the Principal. Once staff have successfully completed a Team Teach course, refresher training will take place when appropriate.

**Power to search pupils without consent.**

In addition to the general power to use reasonable force described above, Principals and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

**Any decision to search, or use force to search for above items must be reasonable, proportionate and necessary, and in the best interests of that young person. If the situation presents critical risk the best course of action may be to phone the police.**

**Force cannot be used to search for other items prohibited under the school rules.**

**Post Incident recording, support and learning.**

As soon as is reasonably possible after an incident, staff will report to the Principal who will nominate a Senior leader to oversee the recording on the RPI framework and systems.

If the incident has resulted in a Fixed Term Suspension, a FTS letter will be completed and sent to the pupil's parent/carer, with a copy to the Falcons Learning file, and the home school if appropriate.

There is a full process that will take place following the incident following the RPI system

Appendix A

# Home School Agreement

What do we expect from you when you are in FALCONS LEARNING?

- I will treat everyone at my Learning Centre with respect.
- I will keep myself and other Centre users safe.
- I will take responsibility for my learning.
- I will look after my own and others' property and respect my learning environment.
- I will use language that is acceptable for a positive learning environment.
- I will ask for help, and accept it, when I need it.
- I will take responsibility for my actions.

What can you expect from us when you are in FALCONS LEARNING?

- Well prepared lessons
- Individual and group work
- Feedback on how well you are doing
- Work marked and returned punctually.
- Help to improve your learning skills.
- Support to develop your personal and life skills.
- Information, advice and guidance

I accept this agreement and will make every effort to follow it.

Signed..... Date.....

Print Name .....

## Appendix B

## Suspension Guidance

### Reasons for Suspension

Suspensions can happen:

- Within the context of persistent disruptive behaviour. (Before Suspension it would be expected that a wide range of interventions have been used over time to address behaviour issues).
- In exceptional circumstances, following a serious first or 'one-off' incident.

The serious one-off incidents might include (DfE Suspension Guidance Part 2, para 6):

- Serious or actual or threatened violence (against another student or member of staff).
- Sexual abuse or assault.
- Supplying or possessing an illegal drug.
- Carrying an offensive weapon.

### DfE Guidance

All decisions about FTSs, must by law, be made in reference to the statutory DfE Suspension Guidance (known as Improving Behaviour and Attendance: Guidance on Suspension from Schools and Pupil Referral Units), which was published in 2008, and has been updated with slight changes and published on the DfE website, at:

[DfE Suspension Guidance](#)

## **Procedures for Fixed-Term Suspension**

### Key points about Fixed-Term Suspension

- Students cannot be suspended for more than 45 days in any one school year.
- Decision made by the Principal or his designated person only.
- Inform parent(s)/carer(s) immediately, send the fixed term suspension letter to the parent(s)/carer(s).
- Inform the Home School if the student has one.
- Set work for the student.
- Plan the reintegration interview.
- A Falcons Learning Management Discipline Committee is required for all suspensions of 16+ days in total for the term, and for 6-15 days where parent requests it. Consideration by management committee members is also needed where suspension includes the day of a public examination or a National Curriculum Key Stage terminal test.

### **Length of Fixed-Term Suspensions**

Short-term suspensions should be as short as possible. (Evidence from Ofsted is that '1-3 days are often long enough to secure the benefits of Suspension without adverse educational consequences'). Fixed-term suspensions of more than 15 days in a school term do not happen very often and are automatically subject to review by the Management Committee.

A student cannot be suspended for more than 45 school days in any one school year.

Suspensions must not be given for an unspecified period, for example, until a meeting can be arranged.

### **Reintegration Interview**

When must the reintegration interview be held?

- If possible, on the day of the student's return. But it must be from first day of suspension to within 15 days of return to school. The school should try to find a date and time convenient to the parent(s)/carer(s) where possible.

Who should attend?

- At least one of the student's parent(s)/carer(s) is expected to attend the meeting. (Schools must keep records of the failure to attend a reintegration interview.)

Where should the reintegration interview be held?

- Must be on school premises, where practicable.

Who conducts the interview?

- Either Principal or designated other decision maker.

This may be supported by a member of staff, Pastoral Team and/or external agency representative.

- What is the purpose of the reintegration interview?
- To assist reintegration
- Identify ways of improving behaviour,
- Consider any issues that led to the suspension.
- Determine any underlying factors that may have contributed.

### **Discrimination and Vulnerable Groups**

FALCONS LEARNING should note the importance of having regard to the Equality Act (for example, in considering disability discrimination) and also of taking particular measures for Looked After Children.

Vulnerable groups given particular protection in the DfE Suspension Guidance include: young people with SEND, young people with a disability, BME groups and looked after children.

### **Part-Time Timetables**

Schools may have in place a planned programme which includes a part-time timetable to support successful reintegration or in response to on-going behaviour difficulties. This should be short-term and must be part of an overall programme and must not be a sanction. While this is a lawful practice, schools need to have clear evidence that this is not an informal suspension as they may later be open to legal challenge. See DfES guidance on managing and eliminating unofficial suspension at:

[Suspension and Permanent Suspension from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612122/Suspension_and_Permanent_Suspension_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

When students are put on a reduced timetable which only requires them to attend for the morning or Afternoon session, they need to be marked as authorised absence for the other session (attendance code C).

## Falcons Learning

### SUSPENSION CHECKLIST

#### Requirements for Suspension

Decision to suspend taken by:

- The legal position is that only the Principal can exclude (or in their absence, the person with that delegated responsibility).

Decision should ONLY be taken:

- In response to serious breaches of the behaviour policy; AND
- If allowing student to remain would seriously harm the education/welfare of the individual or others in the centre.

Suspensions for persistent disruptive behaviour:

- Consider professional justification.
- Is this the last resort following a range of interventions (restorative justice, mediation, identification of individual need and interventions developed accordingly) that have been unsuccessful?
- Do you have evidence of the behaviour and the interventions used?

Suspensions for serious first offence or one-off incident, is the incident?

- Serious actual or threatened violence.
- Sexual assault or abuse.
- Supplying or possessing illegal drugs.
- Carrying offensive weapon.

Avoiding 'heat of the moment' suspensions unless immediate decision necessary:

- Immediate effect suspensions should not be imposed unless there is an immediate threat to the safety of the student concerned or others in the centre.

Investigation into suspension:

- Ensure investigation is undertaken.
- Record, sign and date interviews.
- Encourage student and others involved to give their version of events.
- Check whether incident may have been provoked to get a full picture.
- Try and determine any underlying factors that may have affected the incident.

Reintegration meeting:

- Include parent(s)/carer(s).
- Ensure FTS was not a pointless exercise by identifying interventions to improve behaviour.

### **Before making a decision**

Consider:

- The evidence in the light of the Behaviour Policy and the impact on the education/welfare of the student and others involved.
- Safeguarding or Child Protection issues, bearing in mind the life circumstances and vulnerability of the student involved (Children, families & Social Care/Police may become involved).
- Alternatives to Suspension.

Consult:

- With other staff at the centre, even those who were not present when the incident occurred, as they may have information which can help establish any underlying factors.
- If it is a drug related incident, refer to Drugs and Alcohol Policy and contact designated member of staff.
- Begin to think about long-term interventions for support and what external organisations/services can be of value.

### **Special considerations for specific groups**

Looked After Children:

- Have you worked in collaboration with the FALCONS LEARNING Designated Person for LAC, Children, Families & Social Care and other agencies to explore ways of avoiding suspension?
- Is suspension the absolute last resort?
- Have arrangements been made for suitable provision to be in place from the first day of suspension?

Special Educational Needs

- Have the student's special educational needs been identified and addressed?
- If the student has a Statement/ Education Health Care Plan, has the situation been discussed with the relevant people within the FALCONS LEARNING and externally? Has an interim review been considered?
- For a student with a Statement/ Education Health Care Plan, is suspension undertaken only in exceptional circumstances?

Pupil with Disability ('substantial and long-term adverse effect' e.g. ASD, ADHD)

- They should not be suspended for behaviour relating to their disability (DfE Part 2, para 57)



- Have reasonable adjustments been made to ensure the student can fully participate and to ensure they are not placed at a disadvantage because of their disability?
- Where appropriate, has external advice been sought on effective interventions and staff training?

If Pupil is BME

- Has consideration been given to indirect or unintended discrimination? (see DfE Part 2, para 62-65) and Equality and Human Rights Commission Code of Practice for Schools (2002) (under review).

**Falcons Learning Permanent Suspension Guidance**

Falcons Learning reserves the right under statutory guidance to impose a permanent Suspension where appropriate. This measure is not taken lightly and is against the ethos of Falcons Learning. However, in some cases where there are significant welfare concerns and at the discretion of the Proprietor, Directors, or Principal it may be required.

- In the event of a proposed permanent Suspension the Provider will notify the Purchaser by telephone immediately.
- Written confirmation of such a proposed Suspension shall be provided within 3 working days.
- Falcons Learning will host a meeting within 15 working days to discuss the matter with parents, representatives of the placing authority, and with interested parties.
- Permanent Suspension of a Learner will not be confirmed until both the Purchaser and the Learner/Parents have been given an opportunity to attend a meeting with the Provider to discuss the matter within 15 working days.
- The Provider will take a further 5 working days to consider their representations and to determine whether the Suspension should be upheld
- The determination will be made in writing and maybe notified within three days of the determination period.

**Appendix C - Reintegration Planning Meeting**

Pupil Name:		Date of Birth:	
School on roll:		Centre:	
Present:			
Previous suspension history* (see note below)		Days this term	Days this year

Summary of Discussions	Next Actions	By whom?
Preparing pupil:		
Preparing parents/carers:		
Preparing receiving staff:		
Arrangements for arrival:		
Transition timetable:		
<b>Additional information/comments:</b>		
<b>Date of follow-up reintegration review meeting:</b>		

**\*Statutory guidance: Maximum allowable is 5 days single Suspension; 15 days per term; 45 days per school year (even if the child has moved schools)**

**Appendix D - Reintegration Review Meeting**

Pupil Name:	Date of Birth:
School on roll:	Centre:
Present:	

**Has the pupil settled?**

School:	Signed:
	Date:
Centre:	Signed:
	Date:
Pupil views:	Signed:
	Date:
Parent Views:	Signed:
	Date:
<b>Changes/additions to reintegration plan and additional support arrangements agreed:</b>	
<b>Other information/comments:</b>	

<b>Date of next reintegration review:</b>
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**Summary**

Responsibility for behaviour lies with all members of staff. Matters requiring investigation or intervention should be referred to the Principal or designated other person as soon as possible.

Overall responsibility for this policy lies with the principal.

This policy will be reviewed and amended as required on an annual basis, or more frequently in line with statutory and legislative changes.