



MacIntyre Academies Endeavour Academy

Consequences, Suspension and Permanent Exclusion Policy (Compassionate Schools Policy Protocols)

Version 7

Version	Purpose/Change	Responsibility	Date
7	<ul style="list-style-type: none">- Updated diagnostic criteria for admission – page 2- Updated reference to KCSiE – page 2- Updated to “Behaviours Support Policy” – page 3- Updated ways we communicate with parents/carers – page 4- Amended wording to parents/carers throughout	Principal	November 2024

Person Responsible: Principal
Date first version: Jun 2017,
Date of staff consultation: n/a
Date adopted by MAT Board: Jun 2017
Date of implementation: Jun 2017
Date of review: Nov 2024
Date of next review: Nov 2025

Context

Endeavour Academy is a school for children and young people, aged 8 – 19 years who have Moderate or Severe Learning Disabilities and an Autistic Spectrum Condition. For a child/young person to be admitted to the school, his/her placement must be agreed by a local authority (LA) and named in the child/young person's Education Health and Care Plan ('EHCP').

Essential Reading

This policy need to be read in conjunction with:

- Education Act 1996 and the Schools Regulations 2012
- Keep Children Safe in Education 2024
- Children and Families Act, 2014
- SEN Code of Practice from January 2015
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England DfE, Sept 2022 & Sept 2023
- Behaviour in schools: advice for headteachers and school staff, DfE, 2022

In addition, these protocols need to be read in conjunction with the following Trust and Academy policies:

- Endeavour Academy Positive Behaviour Support Policy
- MAT Exclusion policy
- MacIntyre Academies Compassionate Schools Policy
- Endeavour Academy Young People Voice Policy
- Endeavour Academy Complaint Policy

Compassionate Schools: underlying principles

Our approach is to offer a compassionate curriculum and approach, guided by the following principles:

- We focus on building young people's wellbeing and quality of life as our primary goal.
- We believe that a young person who is motivated, encouraged and made to feel worthwhile, and given the appropriate specialist support will thrive.
- Our approaches are child centred and individualised.
- We recognise that young people with Special Educational Needs can find it very difficult to trust, develop relations, understand and process what is going on around

them, or understand their emotions, all of which can lead to significant anxiety and stress.

- We also recognise that mental or physical health difficulties, communication difficulties or sensory needs, can all be possible reasons for behaviours of concern.
- We believe that all behaviour has a function (or meaning) for the child expressing the behaviour – behaviours of concern are often a way of communicating. We use functional analysis to understanding why the young person behaves in the way that they do (function).
- Restrictive practice often escalates behaviour, non-restrictive responses are likely to be more effective. For more details please refer to Endeavour Behaviour Support Policy
- We believe that any interventions that punish or sanction in any way are ineffective, unlikely to be understood or seen as fair by the child, and are unethical.
- We endeavour to never suspend or permanently exclude young people.

School Rules

1. Dream big
2. Ready to learn
3. Take risks and make mistakes
4. Try new things
5. Believe in ourselves
6. Work hard and have fun

Early interventions

- All young people in Endeavour Academy have personalised Positive Behaviour Support Plan.
- School – parent/carer support including Learning Intention meetings, multi-agency meetings, Class Dojo, regular contact with parents/carers in person, via email or by the phone
- Reflective supervisions with class teams on regular basis.

- Behaviour recording and monitoring is in place. This is closely overseen by the Senior Leadership Team (SLT).
- Access to targeted Speech and Language and Occupational Therapy intervention.
- LD CAMHS, SEN Officers and Social Care are regularly updated on young people's progress

Behaviours of concern and consequences

Our approach in the classroom is:

- Autism friendly environment
- Leading by example
- Routine and visual clues
- Language rich environment using alternative communication
- Personalised behaviour support techniques
- Use of space and utilising the areas outside the classroom
- High staffing levels
- Ensure the young person knows why a reward has been gained or a consequence might occur.
- Provide sufficient time and a safe place for the young person to calm down before explaining the consequence to the young person.

Consequences/Punishment which must never be used in Endeavour Academy:

- Food or drink denial (including pudding)
- Forcing food or drink
- Prevention of contact with parents/carers, helplines, independent visitors or social workers
- Deprivation of liberty
- Use of scare tactics e.g. bringing a balloon if a young person is scared of balloons
- Corporal punishment
- Group punishment
- Transferring consequences from Endeavour House to Endeavour School and vice versa

- Humiliation
- Withholding of medical treatment
- Deprivation of sleep
- Seclusion.

Consequences used at Endeavour Academy:

- An item gets broken, young person is not able to use the item any longer
- Taking too long with an activity might lead to loss of choosing time
- Completing work at alternative times to the rest of the class
- Completing work before choosing time
- Discussion with parents/carers.
- Time away from peers (with adult supervision)
- Withdrawal from a school trip or event
- Confiscation of property that is being used inappropriately and dangerously
- Fixed term or permanent exclusion as a last resort.

Exclusion

Roles and responsibilities:

The exclusion of any young person is always a last resort and is solely at the judgement of the Principal, made in consultation with the Group Director.

Endeavour Academy will implement the MAT Exclusion Policy in the case of having to exclude a young person. The MAT Exclusion Policy defines the process and procedure in detail.

Changes at previous reviews:

Version	Purpose/Change	Responsibility	Date
4	Essential reading – documents added (P.2) Speech and Language interventions added (P.3) Behaviour management changed to behaviour support (P.4) Additional – Deputy Principal Use of scare tactics added to never to be used (P.4) Additional section on Period of Exclusion (P.6) Additional section on Attendance at Permanent Exclusion Hearings – The Role of the Panel (P.7)	M. Soporova	Jan 2021
5	Essential reading – change of legislation and terminology. Changed title to Policy Some content removed and replaced with reference to the MAT Exclusion Policy.	M Soporova	April 2022
6	<ul style="list-style-type: none"> - Updated Policy title - Updated to reflect the reviewed MAT Exclusion Policy - Updated to reflect new statutory Guidance - Change terminology to suspension throughout - Change to terminology to “young person” throughout - Updated term ‘scientific approach’ to ‘functional analysis’ which better represents practice. 	Principal	June 2023