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Appendix 1: Student ICT Code of Practice

1. Statement of Intent

Wider Ambition acknowledges that behaviour is a form of communication. We work closely with on-site therapists to identify where unhelpful behaviour is a sign of unmet needs or emotional dysregulation and we acknowledge that such behaviour may resolve without further intervention once the underlying problem has been addressed. We strive to provide an environment in which students' needs are met consistently and effectively so they learn that they do not need to use behaviour to communicate that they are finding something difficult.

We believe it is important that the behaviour of all students is conducive to their fellow students' ability to feel safe and able to learn at Wider Ambition. We help students to understand which kinds of behaviour are expected in various social contexts and we equip them to use self-regulation strategies.

We recognise that sanctions or rewards are only a part of a range of effective ways to manage behaviour. Our primary approach is to promote positive behaviours which enable and maximise learning, emotional regulation, social interaction and communication, providing our students with the skills they need to thrive and achieve alongside their peers. This is implemented by our use of language, modelling behaviour, intrinsic rewards and working in collaboration with all involved to identify the optimum strategies for each student.

Our Behaviour Policy aims to develop a student's sense of responsibility and independence for their own actions, and to ensure that they do not affect the education of others due to unacceptable behaviour.

Each member of staff has responsibility for upholding standards of behaviour in each setting as well as implementing this policy fairly and consistently.

2. About Our Policies

- 2.1. Our policies have been developed to comply with all relevant legislation and associated guidance. Policies will be updated periodically as necessary.
- 2.2. Our policies are inter-related and are intended to be read, understood and used collectively.
- 2.3. All staff and governors are expected to be familiar with and abide by our policies.
- 2.4. The School Administrator is responsible for ensuring volunteers and visitors are familiar with any policies which are relevant to their involvement and for taking reasonable steps to ensure compliance.
- 2.5. By accepting and maintaining a placement at a Wider Ambition setting, parents agree to support the ethos and policies. Parents are able to access these documents via the website, or by emailing the School Administrator.
- 2.6. The Headteacher is responsible for ensuring policies are implemented fairly, effectively, and consistently in each setting.
- 2.7. The Headteacher is responsible for identifying any training needs in relation to our policies. The School Administrator is responsible for arranging the required training. All staff are expected to engage in continuous learning and ongoing training appropriate to their roles.
- 2.8. The effectiveness of our policies and their implementation is monitored by the Governing Body. Unless otherwise stated, the Governing Body reviews each policy annually.
- 2.9. The Governing Bodies for Wider Ambition settings are provided by Governing for Ambition, an independent community interest company. The Governing Body uses its expertise to monitor the performance of each setting and to advise the Proprietor of any recommended actions. Responsibilities assigned to the Governing Body are limited to these advisory and accountability functions.

- 2.10. Wider Ambition Ltd is a subsidiary of Wider Plan Ltd. References to the Proprietor mean a Director of Wider Ambition or a senior representative from Wider Plan with delegated authority.
- 2.11. The Senior Leadership Team (SLT) includes the Proprietor, Pastoral Lead, Headteacher(s), Deputy Head(s), Quality of Education and Professional Development Lead, Leadership Assistants and any member of staff to whom responsibility is temporarily delegated by the Proprietor or Head(s).
- 2.12. All references to parents within our policies should be interpreted to include parent carers. For older students, the extent to which parents are involved in the student's provision is decided in accordance with statutory requirements and the student's own preferences.

3. Roles and Responsibilities

- 3.1. Staff members will:
- 3.1.1. Act to maintain a safe environment in which students can learn.
 - 3.1.2. Implement the Wider Ambition Behaviour Policy at all times.
 - 3.1.3. Maintain a positive and well-managed environment within Wider Ambition settings which is conducive to learning .
 - 3.1.4. Be positive ambassadors of Wider Ambition at all times, through their professional conduct.
 - 3.1.5. Treat all students fairly and equally, seeking to support their self-esteem and develop to their full potential.
 - 3.1.6. Undertake comprehensive planning to provide challenging, interesting, and relevant lessons, which are appropriate to the age, ability and individual needs of students.
 - 3.1.7. Record significant behavioural events, both positive and negative, by following the correct reporting procedure.
 - 3.1.8. Effectively and consistently maintain appropriate boundaries for and with students.
 - 3.1.9. Support other members of staff to maintain clear and consistent boundaries for students.
 - 3.1.10. Raise any concerns regarding students' behaviour.
 - 3.1.11. Keep parents informed of behavioural issues concerning their child.
 - 3.1.12. Monitor the attitude, effort and quality of the students' work.
 - 3.1.13. Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.
- 3.2. Students are expected to try their best to:
- 3.2.1. Abide by the Wider Ambition Behaviour Policy at all times.

- 3.2.2. Act as positive ambassadors and representatives of Wider Ambition at all times.
 - 3.2.3. Treat staff and other students with kindness and respect.
 - 3.2.4. Be polite and respectful of others in the surrounding community.
 - 3.2.5. Work to the best of their ability and effort at all times, whilst allowing other students to do the same.
 - 3.2.6. Cooperate with other students and members of staff in order to create a positive learning environment.
 - 3.2.7. Respect and value the environment and their surroundings, as well as each other.
 - 3.2.8. Under no circumstances, put the health and safety of others at risk.
- 3.3. Parents are asked to:
- 3.3.1. Support the attendance and punctuality of their child, as well as reporting any absences.
 - 3.3.2. Encourage their child to engage with a broad and balanced curriculum.
 - 3.3.3. Encourage good behaviour and courtesy and consideration towards others.
 - 3.3.4. Share any concerns they have regarding their child's education, welfare, behaviour, and life at Wider Ambition with staff.
 - 3.3.5. Participate in decisions related to behavioural issues and support any agreed actions.

4. Behaviour Management

- 4.1. The Wider Ambition approach to behaviour management values positive behaviours, which enable learning, social interaction, and communication, rather than focussing on unwanted behaviours.
- 4.2. All staff are responsible for maintaining appropriate boundaries and working collaboratively to manage student behaviour.
- 4.3. All staff implement a range of strategies to encourage positive behaviour and create an effective learning environment. For example:
 - 4.3.1. Lessons will be structured and have a focussed framework, in order to allow students to understand curriculum intent and how it links to prior knowledge.
 - 4.3.2. All staff members will support students' emotional wellbeing and welfare within the learning environment.
 - 4.3.3. Co-regulation strategies will be used at all times.
- 4.4. Members of staff will ensure their response to any decline in a student's behaviour takes into account their knowledge of the student's particular needs and will always endeavour to respond in a way which is helpful to that student, including taking into account any emotions or unmet needs which the student is attempting to communicate at the time.

- 4.5. Where a student's behaviour starts to become unhelpful to learning or detrimental to the wellbeing of other students, staff members will endeavour to identify the root cause of any unwanted behaviours. Where appropriate, staff will support the student to recognise the cause and the impact of their behaviour on themselves and those around them and to implement self-regulation strategies.
- 4.6. Wider Ambition recognises that the process of being able to learn and implement social tools and self-regulation strategies takes time and that a student's ability to use learned strategies may be inconsistent.
- 4.7. Staff will use all reasonable endeavours to pre-empt dysregulation, to identify early warning signs and to actively provide opportunities and strategies to avoid dysregulation.
- 4.8. Staff will take time to consider the underlying issues that may be causing any behaviour and the desired outcome before responding, ensuring that a student isn't discouraged from using an appropriate anxiety management strategy, or rewarded for masking discomfort or distress.
- 4.9. Staff will prioritise the wellbeing of the majority of students over the wellbeing of an individual student who is exhibiting disruptive behaviour.
- 4.10. Staff will not use the following as behaviour management strategies:
 - 4.10.1. Shouting as a reprimand.
 - 4.10.2. Fear.
 - 4.10.3. Collective punishments.
 - 4.10.4. The withdrawal of support.
 - 4.10.5. The withdrawal of self-calming strategies.
 - 4.10.6. The withdrawal of therapy.
 - 4.10.7. The disapproval of peers.
 - 4.10.8. Humiliation.
 - 4.10.9. Confinement to a room, especially the therapy or sensory room, unless it is to prevent significant harm to themselves or others.
- 4.11. The withdrawal of activities that support self-esteem, emotional well-being and social interaction will be avoided wherever possible.
- 4.12. Behaviour management strategies will not be used to pressure students into putting themselves into stressful situations, stop them using self-soothing behaviours or to follow social conventions against their wishes.
- 4.13. Students will be supported to use a variety of individualised regulation strategies, including moving to sensory rooms or the outside areas.

5. Use of ICT facilities

- 5.1. Wider Ambition expects high standards of behaviour when accessing ICT facilities on and off site.
- 5.2. Wider Ambition believes that students should enjoy using technology and become skilled users of online resources and media. We recognise that this is crucial for further education and careers.
- 5.3. Wider Ambition will support students to access the internet without unreasonable restriction whilst balancing the safety and welfare of students and the security of our systems, using appropriate filtering and monitoring software.
- 5.4. Students will be educated about the importance of safe and responsible use of technology to help them protect themselves and others online.
- 5.5. Online safety support, including how to avoid risks and respond to encountering inappropriate material, will be incorporated into the curriculum.
- 5.6. Students will be provided with an account linked to Wider Ambition's learning environment which they can access from any school device by using the relevant log in details.
- 5.7. Wider Ambition will delete files and data found on searched devices if we believe the data or file has been, or could be, used to disrupt teaching, for cyber bullying or in any other way which we consider to be inappropriate.
- 5.8. Wider Ambition will take appropriate action if students engage in any of the following at any time (even if they are not on school premises)
 - 5.8.1. Using ICT or the internet to breach intellectual property rights or copyright.
 - 5.8.2. Using ICT or the internet to bully or harass someone else, or to promote unlawful discrimination.
 - 5.8.3. Breaching Wider Ambition policies or procedures
 - 5.8.4. Any illegal conduct, or statements which are deemed to be advocating illegal activity.
 - 5.8.5. Accessing, creating, storing, linking to, or sending material that is pornographic, offensive, obscene or otherwise inappropriate.
 - 5.8.6. Activity which defames or disparages Wider Ambition, or risks bringing Wider Ambition into disrepute.
 - 5.8.7. Sharing confidential information about Wider Ambition, or personal information about other students, or other members of Wider Ambition community.

- 5.8.8. Gaining or attempting to gain access to restricted areas of the network, or to any password protected information, without approval from authorised personnel.
- 5.8.9. Allowing, encouraging, or enabling others to gain (or attempt to gain) unauthorised access to Wider Ambition's ICT facilities.
- 5.8.10. Causing intentional damage to ICT equipment or materials
- 5.8.11. Causing a data breach by accessing, modifying, or sharing data (including personal data) to which a user is not supposed to have access, or without authorisation.
- 5.8.12. Using inappropriate or offensive language.

6. Rewards and Praise

- 6.1. Wider Ambition focusses on supporting intrinsic motivation and enabling students to identify and celebrate their own success.
- 6.2. Wider Ambition recognises that reward systems carry an element of risk for our students. Any reward systems will only be used in accordance with advice from therapists and parents and may vary between students to reflect their needs and preferences.
- 6.3. Wider Ambition recognises that the use of goals can be counter-productive. Where goals are used, these will take into account the needs and views of individual students. Staff will avoid using goals which feel unachievable to a student, which are seen by the student as demotivating or as a barrier to learning, or which are likely to lead to a sense of failure.
- 6.4. Praise will be offered in a way which is appropriate to the needs and preferences of individual students. Staff will be aware that students may feel uncomfortable about being praised in front of others. Our approach to providing praise will be informed and modified as necessary following feedback from a student or their parents.
- 6.5. Positive behaviour will be promoted and reinforced.
- 6.6. Appropriate and individualised positive reinforcement will:
 - 6.6.1. Be given in relation to a specific task or action.
 - 6.6.2. Be earned, ensuring that the student is clear about what they are being praised for.
 - 6.6.3. Reinforce Wider Ambition's core values and ethos.
 - 6.6.4. Be used carefully, to avoid having a negative effect on observers.
 - 6.6.5. Be used to motivate students and help them to feel valued.
- 6.7. We recognise that some students may be hypervigilant to any actual or perceived errors or deficiencies in their work and may be uncomfortable receiving praise for any work which falls short of their own high standards. Staff will actively listen to any disappointment

voiced by a student and will show appropriate empathy. When offering appropriate reassurance that the student has achieved the required standard, staff will be careful to ensure this does not result in the student feeling not heard or dissuade the student from voicing their concerns in future. Strategies to manage the impact of perfectionist tendencies will be agreed in co-production with students, their parents and therapists.

- 6.8. Rewards will only be applied retrospectively and not used as short-term motivators.

7. Sanctions

- 7.1. Unless a student's EHCP or advice for therapists indicates otherwise, we will assume that the student has an age-appropriate understanding of right and wrong. Our curriculum covers historical and current topics which encourage a deeper understanding of right and wrong.
- 7.2. We recognise that a student's ability to behave in an acceptable way can be impacted by their needs, their individual circumstances on the day and the extent to which they have learned and are able to implement effective self-regulation strategies.
- 7.3. Where students have behaved in an unacceptable way, either as a result of dysregulation or otherwise, we will consider whether it is appropriate to commence our placement review process.
- 7.4. Following any unacceptable behaviour as a result of dysregulation, students will be provided with appropriate opportunity to reflect on and communicate any issues which contributed to the dysregulation. Staff will recognise that a student will not be able to reflect and communicate on an incident until they feel calm and secure and that they may only be able to communicate their genuine needs and feelings to particular adults, for example a parent, key worker or therapist.
- 7.5. Where a student is making an effort to learn and implement self-regulation strategies which are appropriate to their individual needs, sanctions will not normally be applied in the event of dysregulation, however it may still be appropriate to start the placement review process. Where natural consequences occur, for example due to an incident taking time which had been allocated to a fun activity, staff will help the student to understand that this is not intended as a sanction.
- 7.6. Where an incident involves more than one student, we will work closely with all parties, with therapeutic support as necessary.

- 7.7. Sanctions will only be used with the authorisation of the Senior Leadership Team and where SLT have good reason to believe that a student has chosen to behave in an unacceptable manner in circumstances where, having allowed for the student's level of social skills, developmental maturity, and emotional regulation, they could have reasonably been expected to make a better choice.
- 7.8. Sanctions will be selected carefully and on an individual basis. Due regard will be given to a student's EHCP and to therapeutic advice. Wider Ambition appreciates that the same sanction may be perceived very differently by different students. When issuing sanctions, staff will give due consideration to how the student might view it and will be mindful that a sanction which they consider to be relatively minor may have a disproportionate impact on the student.
- 7.9. The issuing of sanctions will be recorded. Sanctions issued for serious behaviour will be recorded on the Management Information System.
- 7.10. Sanctions will:
- 7.10.1. Relate to a specific task or action and will be implemented clearly.
 - 7.10.2. Be issued consistently and fairly, ensuring that the student is clear about what they are being reprimanded for.
 - 7.10.3. Reinforce Wider Ambition's core values and ethos.
 - 7.10.4. Not be given too readily, be individualised, and be carefully considered to ensure that they only affect the student in question.
- 7.11. Due to the varying needs, anxiety levels and self-perception of students at Wider Ambition settings, we do not implement a blanket graduating scale of sanctions. In the event that a student is reasonably considered to be repeatedly and intentionally choosing unhelpful behaviour, staff will use their professional judgement, with therapeutic input as appropriate, to determine whether this is best addressed through a more serious sanction or through other means.
- 7.12. Depending on the needs of the individual student, the following sanctions could be used:
- 7.12.1. The student may write a letter of apology to the person(s) for whom their behaviour caused difficulty.
 - 7.12.2. The student may contribute to making good any damage caused by their behaviour.
 - 7.12.3. The student may be required to make amends for their behaviour through service to the Wider Ambition community, i.e. by undertaking a chore above and beyond that which they would normally contribute to the Wider Ambition community.

8. Restrictive Physical Intervention (RPI)

- 8.1. Wider Ambition recognises the trauma caused by using RPI and staff other persons authorised by the Senior Leadership Team to have charge of students are only permitted to use RPI where all other reasonable responses have been considered and it is necessary to prevent death or serious injury.
- 8.2. Staff and other persons authorised by the Senior Leadership Team to have charge of students may use reasonable force to prevent students:
 - 8.2.1. Causing injury to themselves or others
 - 8.2.2. Committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility)
- 8.3. Reasonable force has no legal definition but:
 - 8.3.1. Staff must take into account the circumstances of the incident, age, sex and development of the student.
 - 8.3.2. The degree of force must be proportionate to the seriousness of the situation, behaviour, or consequences it is intended to prevent, and always be the minimum force needed.
 - 8.3.3. Force could not be justified for a trivial misdemeanour or a situation that could be resolved without it.
 - 8.3.4. Everyone has the right to self-defence provided they do not use a disproportionate degree of force.
- 8.4. Wider Ambition recognises that RPI will be used infrequently, that is, as a **last resort** to maintaining a safe environment.
- 8.5. All staff will receive appropriate training so that they possess the skills to adopt effective strategies to defuse potential instances of conflict or aggression.
- 8.6. Staff will maintain a calm, confident and objective approach to all situations that involve or may involve the use of restrictive physical intervention.
- 8.7. De-escalation strategies are applied to reduce the likelihood of an incident that requires the use of Restrictive Physical Intervention.
- 8.8. We recognise that some students may not be able to control their reaction to events as well as others and at times may place themselves or others at risk through their uncontrolled behaviour. As indicated, restrictive physical intervention might be appropriate when action is necessary in self-defence or because of imminent risk of injury. For example, if:

- 8.8.1. A student attacks a member of staff or another student.
- 8.8.2. A student attempts self-injury.
- 8.8.3. Students are fighting.
- 8.8.4. Where there is a serious and developing risk of damage to property that causes harm or distress to another student or damage to Wider Ambition property or the premises that cannot be easily remedied.
- 8.9. Wherever possible, early support from colleagues will be sought. Single handed intervention increases the risk of injury to both parties and does not provide the person intervening with the support of a colleague acting as a critical friend.
- 8.10. Methods that staff *may* use in appropriate circumstances where a risk assessment judgement supports this:
 - 8.10.1. *Shepherding* a student away by a light touch on the elbow or near the shoulder
 - 8.10.2. *Guiding* – the positive application of force to control a student and would be used in rare circumstances, e.g. if the student is in extreme danger and no other alternative is available.
 - 8.10.3. *Holding* – for security where there is reasonably considered to be imminent risk of injury, even if the student is not yet out of control. The purpose is to defuse or prevent escalation
- 8.11. When intervening, staff should take care that their actions should in no way be capable of being interpreted as aggressive.
- 8.12. Staff will never use force as a substitute for good behaviour management.
- 8.13. Staff *may not* carry out actions that might reasonably be expected to injure. Examples include:
 - 8.13.1. Holding a student around the neck, or by the collar, or in any other way that might impede their ability to breathe.
 - 8.13.2. Slapping, punching, or kicking a student.
 - 8.13.3. Twisting or forcing limbs against a joint.
 - 8.13.4. Tripping a student.
 - 8.13.5. Holding or pulling the student by the hair.
- 8.14. All incidents that result in restraint (where a child has to be held) will be recorded in detail using the bound and numbered Incidents Involving Physical Intervention Book at the earliest opportunity before the end of the school day. A Risk Reduction Plan will be put in place and review held in line with section 10 of this policy.

- 8.15. Should an injury occur as a result of an incident at a Wider Ambition setting, immediate steps will be taken to secure appropriate medical attention. This will be reported and recorded on Arbor. Staff will consider whether it should be recorded on CPOMS and whether it should be reported to RIDDOR, in accordance with prevailing online guidance.
- 8.16. The member of staff concerned will report the matter orally as soon as possible to a member of the senior leadership team (SLT) who will review and sign the entry in the bound and numbered Incidents Involving Physical Intervention Book.
- 8.17. A member of staff will inform parents about the incident and recording by the end of the school day and invite them to a meeting to discuss next steps. Our policy is to be completely transparent with parents about incidents. If parents cannot be reached, an email or letter will be sent to inform them of the incident and offer them the opportunity to discuss the matter.
- 8.18. The parents of any students who may have been adversely affected by the incident will be contacted by the end of the school day.
- 8.19. The bound and numbered Incidents Involving Physical Intervention Book will be reviewed by the SLT or a person with responsibility to consider control measures and possible training or further training needs before each governing body meeting.
- 8.20. All RPI incidents will be reported to the next governing body meeting.

9. Searching

- 9.1. Students and their possessions will only be searched with prior consent from the Senior Leadership Team, or in circumstances where there is an immediate risk to personal safety where a search is considered to mitigate that threat.
- 9.2. Staff members may search students for any item with their informed and competent consent.
- 9.3. Staff members searching a student or their possessions will have due regard for the student's right to privacy and dignity and will take all reasonable steps to minimise distress.
- 9.4. Staff members may ask students to empty their pockets or search any student's bag or desk.
- 9.5. If a student declines to consent to a search, parents will routinely be contacted and asked to attend the premises to facilitate a resolution.
- 9.6. The Headteacher may authorise staff to search a student for any prohibited item without the consent of the student only if they have reasonable grounds for suspecting that the student is in possession of a prohibited item, following an appropriate risk assessment. This should

only be done as a last resort when all alternative appropriate ways to manage the situation have been explored.

9.7. Prohibited items are:

9.7.1. Knives and weapons

9.7.2. Alcohol

9.7.3. Illegal drugs

9.7.4. Stolen items

9.7.5. Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause personal injury or damage to property.

9.7.6. E-cigarettes and vapes

9.7.7. An article specified in regulations: tobacco and cigarette papers, fireworks, pornographic images.

9.8. Staff members may require any student to remove outer clothing and shoes for the purposes of a search.

9.9. Student's possessions will only be searched in their presence unless there is a risk that this would cause serious harm to any person.

9.10. As far as possible, student's possessions will only be searched by a same sex member of staff with another same sex staff member as a witness, unless there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and where it is not practicable to summon another member of staff.

9.11. Any staff member may refuse to complete a search.

9.12. Staff may confiscate anything which they have reasonable grounds for suspecting is a prohibited item.

10. Fixed Term Exclusion (Suspension)

10.1. A suspension may be considered as a formal step in a concerted process for dealing with unacceptable behaviour following the use of a wide range of other strategies which have been used over time without success. It is an acknowledgement that all available strategies have been exhausted and is normally used as a last resort.

10.2. Only the Headteacher, Pastoral Lead, and Proprietor have the authority to suspend a student from a Wider Ambition setting on a fixed-term basis.

10.3. Any decision made to suspend a student will be lawful, proportionate, and fair.

- 10.4. All suspensions will be formally recorded on the Management Information System.
- 10.5. Following the decision to exclude a student, the Headteacher or Pastoral Lead will inform the parents immediately, in person or by telephone, of the period of the suspension and the reasons behind it.
- 10.6. Without undue delay, the following information will be provided in writing:
 - 10.6.1. The reason(s) for the suspension
 - 10.6.2. The length of the suspension
 - 10.6.3. Their right to raise any representations about the exclusion to the governing body, including how the student will be involved in this and how the representations will be made.
- 10.7. Parents will be welcome to discuss the suspension with the SLT as soon as practicable.
- 10.8. School work is always provided for a student to cover the period of a suspension.
- 10.9. A multi-agency assessment will be made to identify unmet needs following exclusion and a strategy for managing behaviour will be agreed prior to return to the setting following suspension.
- 10.10. On a student's return to a Wider Ambition setting following a suspension, the parent(s) are asked to accompany their child to meet with the Headteacher or member of the Senior Leadership Team.
- 10.11. During a suspension, the student is not allowed on Wider Ambition premises and are ordinarily expected to remain at home during school hours. It is the responsibility of the parent(s) to arrange daytime supervision for their child.

11. Permanent Exclusion

- 11.1. There are two main types of situation in which permanent exclusion may be considered:
 - 11.1.1. A final, formal step in a concerted process for dealing with unacceptable behaviour following the use of a wide range of other strategies which have been used over time without success. It is an acknowledgement that all available strategies have been exhausted and is normally used as a last resort.
 - 11.1.2. Where there are circumstances of extreme behaviour causing a serious risk to either the student concerned, adults or other students.

- 11.2. Students will be suspended to allow for an investigation to occur prior to a decision to permanently exclude. Students and parents will be invited to provide their views as part of the investigation.
- 11.3. Only the Headteacher, Pastoral Lead, and Proprietor have the authority to exclude a student from a Wider Ambition setting.
- 11.4. Any decision made to exclude a student will be lawful, proportionate, and fair.
- 11.5. All exclusions will be formally recorded on the Management Information System.
- 11.6. Without undue delay, a letter will be sent in the post, or via email if this is the normal way of communicating with the parent, providing the following information:
 - 11.6.1. The reason(s) for the exclusion
 - 11.6.2. Their right to raise any representations about the exclusion to the governing body, including how the student will be involved in this and how the representations will be made.

12. Placement Review

- 12.1. We are committed to ensuring that Wider Ambition settings remain safe places for all students. We recognise that our students often have high anxiety and school-related trauma and that peer behaviour or dysregulation, even at a level which may be considered minor in other circumstances, may result in students feeling unsafe or unable to attend.
- 12.2. We operate a robust Admissions Process in order to optimise the likelihood that any new students will not behave in a way which causes unreasonable difficulties for existing students. Placements are offered on a trial basis to provide an opportunity for Wider Ambition and the new student and their family to confirm that the placement is appropriate.
- 12.3. It is our routine practice to undertake a thorough multi-disciplinary review, in co-production with parents, of any behavioural or dysregulation incident which:
 - 12.3.1. could reasonably be considered by an observer to be physically or verbally aggressive (whether or not that was the student's intent), or
 - 12.3.2. places the student or another person at risk of harm, or
 - 12.3.3. triggers anxiety in another student that is likely to result in an inability to attend or access aspects of the provision, or
 - 12.3.4. threatens or causes damage to property.
- 12.4. The primary aims of the incident review process are to:

- 12.4.1. minimise risk for the student(s) who are involved, their peers and staff;
 - 12.4.2. ensure all parties feel heard and experience healthy closure following the incident;
 - 12.4.3. ensure the behavioural profile of our student cohort remains as described in the Admissions Policy.
- 12.5. There is no expectation that the incident review process will ordinarily result in a placement being terminated. Parents and students should be assured that the incident review process occurs routinely.
- 12.6. If a student is in a trial period at the point of an incident review occurring, it will be routine practice for the three-month trial period to be reset from the date of the incident or, if considered more appropriate, from the date of risk mitigation strategies being agreed at the multi-disciplinary review.
- 12.7. In the event of other remedies being considered inappropriate, placement termination is a possible outcome of the incident review process. Any consideration of placement termination will include the Proprietor or Pastoral Lead, and Headteacher, and have full regard for the multi-disciplinary review and parental comments. The principle of least harm will be followed by default, taking a balanced view of both the impact of placement termination on the student in question and the impact of placement continuation on existing or future students.
- 12.8. Although any placement termination will have due regard for statutory requirements, wherever appropriate we will use the EHCP review process to arrange the placement termination and to facilitate a positive solution for the student.

Behaviour Policy – Appendix 1



Student ICT Code of Practice

Wider Ambition expects that students will:

1. Use the computers safely at all times and take responsibility for their own actions.
2. Accept that there is E-Safety software at Wider Ambition which constantly checks computer files and monitors the internet sites which students visit.
3. Not share their passwords with other students or anyone outside Wider Ambition.
4. Log off from the computer before leaving it unattended.
5. Not use other students'/teachers' accounts.
6. Respect copyright and not copy anyone's work without giving credit to the original author.
7. Not install any software on Wider Ambition devices unless directed to do so by a member of staff within a learning session.
8. Not use the system or the internet to find or use facilities or flaws in the system that might give access to information or areas of the network not normally available.
9. Tell a member of staff about problems with devices as soon as there is a suitable opportunity so that the problem can be fixed.
10. Immediately tell a member of staff about any unpleasant or inappropriate material or messages on any of the devices or anything that makes them feel uncomfortable.
11. Play only appropriate games on school devices if given permission by a member of staff.
12. Obtain permission from a member of staff before taking photos or videos at a Wider Ambition setting, or off-site on a Wider Ambition visit.
13. Not copy or attempt to copy photographs or videos from Wider Ambition for use outside of school without permission.
14. Not upload or attempt to upload photographs or videos of students or staff, taken within the context of Wider Ambition, onto the internet unless given permission by a member of staff.
15. Be polite and responsible when sending e-mail or other online messages and delete any chain letters without forwarding them.

Behaviour Policy – Appendix 1



16. Be aware of personal safety when communicating online, and not share personal information about themselves or others.
17. Not access social media or chat rooms on Wider Ambition devices.
18. Only access social media within age restrictions on personal devices whilst on Wider Ambition premises.
19. Not give their full name, home address or telephone number to anyone on the internet using a school device without permission from a member of staff or arrange to meet strangers that they have met on the internet.
20. Always treat others the same way they would want to be treated and not use the computers to harass or bully anyone.
21. During a learning session, only use a mobile phone or other personal device to communicate with a parent or guardian or to access media which helps with emotional regulation or concentration, unless self-directing.
22. Avoid distracting other students by using a mobile phone or other personal device in learning sessions, including while self-directing.
23. Not use a mobile phone or other personal device at Wider Ambition to communicate with other students in a way which is likely to result in another student feeling overwhelmed, harassed, left out, anxious about the content of messages or unable to attend, and respect any request from staff to cease messaging.
24. Not use a mobile phone or other personal device to communicate with other students during teaching hours, whether on or off Wider Ambition premises.
25. Only bring a personal game console into a Wider Ambition setting with the permission of a member of staff and after agreeing where it will be kept and where and when it may be used.
26. Make all reasonable efforts not to allow anyone under 18 at Wider Ambition to see or hear any content from their personal device without first checking with a member of staff.
27. Allow staff to monitor the use of any personal devices and to limit which games or media are accessed while at Wider Ambition settings.