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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 in school. 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, both within their classroom and around the site, as well as implementing this policy both 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 Office Manager 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 Wider Ambition, parents agree to support the ethos and policies. Parents are able to access these documents via the website, or by emailing the Office Manager.
- 2.6. The Headteacher is responsible for ensuring policies are implemented fairly, effectively, and consistently.
- 2.7. The Headteacher is responsible for identifying any training needs in relation to our policies. The Office Manager 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 Body for Wider Ambition is provided by Governing for Ambition, an independent community interest company. The Governing Body uses its expertise to monitor the performance of Wider Ambition 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 is owned by Wider Ambition Ltd, 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 Wider Ambition Senior Leadership Team (SLT) includes the Headteacher, Proprietor, Pastoral Lead, Curriculum and Assessment Lead, and any member of staff to whom responsibility is temporarily delegated by the Headteacher or Proprietor.
- 2.12. All references to parents within our policies should be interpreted to include parent carers.

### **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 learning environment.
  - 3.1.4. Be positive ambassadors of Wider Ambition at all times, through their professional behaviour and conduct.
  - 3.1.5. Treat all students fairly and equally, seeking to raise 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. Raise any concerns regarding students' behaviour.
  - 3.1.9. Take the necessary steps to effectively manage student behaviour.
  - 3.1.10. Support other members of staff with behavioural issues
  - 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 through their exemplary behaviour.
  - 3.2.3. Be polite and respectful of others in the surrounding community.
  - 3.2.4. Work to the best of their ability and effort at all times, whilst allowing other students to do the same.
  - 3.2.5. Cooperate with other students and members of staff in order to create a positive learning environment.
  - 3.2.6. Be ready to learn
  - 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 good behaviour and their child to be an ambassador of Wider Ambition at all times, in line with the Behaviour Policy.

3.3.3. Share any concerns they have regarding their child's education, welfare, behaviour, and life at Wider Ambition with the student's key person.

3.3.4. 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. De-escalation 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 account of the school's 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, 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. Where a student is not able to implement social tools and self-regulation strategies, the responsibility to pre-empt dysregulation, to identify early warning signs and to actively provide opportunities and strategies to avoid dysregulation will, as far as reasonable, lie with staff members.
- 4.8. Staff will take time to consider the underlying issues that may be causing any behaviour and the desired outcome before responding with sanctions or rewards, 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 not use the following as behaviour management strategies:
  - 4.9.1. Shouting as a reprimand.
  - 4.9.2. Fear.
  - 4.9.3. Collective punishments.
  - 4.9.4. The withdrawal of support.
  - 4.9.5. The withdrawal of self-calming strategies.
  - 4.9.6. The withdrawal of therapy.
  - 4.9.7. The disapproval of peers.
  - 4.9.8. Humiliation.
  - 4.9.9. Confinement to a room, especially the therapy or sensory room, unless it is to prevent significant harm to themselves or others.
- 4.10. The withdrawal of activities that support self-esteem, emotional well-being and social interaction will be avoided wherever possible.
- 4.11. 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.
- 4.12. Students will be encouraged to use the outside areas and their own emotional toolkit as calming strategies or when they feel the need to 'let off steam'.

## **5. Use of ICT facilities**

- 5.1. Wider Ambition believes that students should enjoy using technology and to become skilled users of online resources and media as we recognise that this is crucial for further education and careers.
- 5.2. Wider Ambition will support students to develop their skills and make internet access as unrestricted as possible whilst balancing the safety and welfare of students and the security of our systems.
- 5.3. Students will be educated about the importance of safe and responsible use of technology to help them protect themselves and others online.
- 5.4. Wider Ambition will support students to recognise and avoid online risks and to build their resilience. They will be taught how to behave appropriately when accessing the internet and online facilities and what to do if they encounter offensive, abusive, or upsetting material.
- 5.5. Online safety support will be incorporated into the curriculum at Wider Ambition settings.
- 5.6. Students will be provided with an account linked to Wider Ambitions' 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 recognises that students should be rewarded for positive behaviours as appropriate. Wider Ambition recognises that formal reward systems can be very helpful for some students but counter-productive for others. Reward systems will be used in accordance with advice from therapists and parents and may vary between students to reflect their needs and preferences.
- 6.2. 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.
- 6.3. Praise may be used to help raise student achievement and will be given for progress and effort, not simply for high-quality work.
- 6.4. Positive behaviour will be promoted and reinforced
- 6.5. Appropriate and individualised positive reinforcement will:
  - 6.5.1. Be given in relation to a specific task or action.
  - 6.5.2. Be earned, ensuring that the student is clear about what they are being praised for.
  - 6.5.3. Reinforce Wider Ambition's core values and ethos.
  - 6.5.4. Always have a positive effect upon others as well as the recipient.
  - 6.5.5. Be used to motivate students and help them to feel valued.
- 6.6. Praise may be discreet. 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.
- 6.7. 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. If staff identify that perfectionist tendencies are causing difficulties for a student, they should complete an Arising Need form in order for a strategy to be agreed in co-production with parents and therapists.

6.8. Reward activities are arranged for all students each half term to celebrate success. No student will be excluded from reward activities.

6.9. Rewards will 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 as a result of dysregulation, they 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.

7.4. 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. 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.

7.5. Where an incident involves more than one student, we will work closely with all parties, with therapeutic support as necessary, to ensure that everyone views it as a learning experience.



- 7.6. 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.
- 7.7. 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.
- 7.8. The issuing of sanctions will be recorded. Sanctions issued for serious behaviour will be recorded on the Management Information System.
- 7.9. Sanctions will:
- 7.9.1. Relate to a specific task or action and will be implemented clearly.
  - 7.9.2. Be issued consistently and fairly, ensuring that the student is clear about what they are being reprimanded for.
  - 7.9.3. Reinforce Wider Ambition's core values and ethos.
  - 7.9.4. Not be given too readily, be individualised, and only affect the student in question.
  - 7.9.5. Not have a negative effect upon others.
- 7.10. 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.
- 7.11. Depending on the needs of the individual student, the following sanctions could be used:
- 7.11.1. The student may write a letter of apology to the person(s) for whom their behaviour caused difficulty.
  - 7.11.2. The student may contribute to making good any damage caused by their behaviour.
  - 7.11.3. 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. Staff and other persons authorised by the Senior Leadership Team to have charge of students may use reasonable force to prevent students:
  - 8.1.1. Causing injury to themselves or others
  - 8.1.2. 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)
- 8.2. Reasonable force has no legal definition but:
  - 8.2.1. Staff must take into account the circumstances of the incident, age, sex and development of the student.
  - 8.2.2. 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.
  - 8.2.3. Force could not be justified for a trivial misdemeanour or a situation that could be resolved without it.
  - 8.2.4. Everyone has the right to self-defence provided they do not use a disproportionate degree of force.
- 8.3. Wider Ambition recognises that RPI will be used infrequently, that is, as a **last resort** to maintaining a safe environment.
- 8.4. All staff will receive appropriate training so that they possess the skills to adopt effective strategies to defuse potential instances of conflict or aggression.
- 8.5. Staff will maintain a calm, confident and objective approach to all situations that involve or may involve the use of restrictive physical intervention.
- 8.6. De-escalation strategies are applied to reduce the likelihood of an incident that requires the use of Restrictive Physical Intervention.
- 8.7. 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:
  - 8.7.1. A student attacks a member of staff or another student.
  - 8.7.2. A student attempts self-injury.
  - 8.7.3. Students are fighting.
  - 8.7.4. 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.

- 8.8. 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.
- 8.9. Methods that staff *may* use in appropriate circumstances where a risk assessment judgement supports this:
- 8.9.1. *Shepherding* a student away by a light touch on the elbow or near the shoulder
  - 8.9.2. *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.
  - 8.9.3. *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
- 8.10. When intervening, staff should take care that their actions should in no way be capable of being interpreted as aggressive.
- 8.11. Staff will never use force as a substitute for good behaviour management.
- 8.12. Staff *may not* carry out actions that might reasonably be expected to injure. Examples include:
- 8.12.1. Holding a student around the neck, or by the collar, or in any other way that might impede their ability to breathe.
  - 8.12.2. Slapping, punching, or kicking a student.
  - 8.12.3. Twisting or forcing limbs against a joint.
  - 8.12.4. Tripping a student.
  - 8.12.5. Holding or pulling the student by the hair.
- 8.13. 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.
- 8.14. 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 ScholarPack. Staff will consider whether it should be recorded on CPOMS and whether it should be reported to RIDDOR, in accordance with prevailing online guidance.
- 8.15. 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.

- 8.16. 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.
- 8.17. The parents of any students who may have been adversely affected by the incident will be contacted by the end of the school day.
- 8.18. 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.
- 8.19. All RPI incidents will be reported to the next governing body meeting.

## **9. Fixed Term Exclusion (Suspension)**

- 9.1. 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.
- 9.2. Only the Headteacher, Pastoral Lead, and Proprietor have the authority to suspend a student from a Wider Ambition setting on a fixed-term basis.
- 9.3. Any decision made to suspend a student will be lawful, proportionate, and fair.
- 9.4. All suspensions will be formally recorded on the Management Information System.
- 9.5. 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.
- 9.6. Without undue delay, the following information will be provided in writing:
  - 9.6.1. The reason(s) for the suspension
  - 9.6.2. The length of the suspension
  - 9.6.3. 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.
- 9.7. Parents will be welcome to discuss the suspension with the SLT as soon as practicable.
- 9.8. School work is always provided for a student to cover the period of a suspension.

- 9.9. 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.
- 9.10. 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.
- 9.11. 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.

## 10. Permanent Exclusion

- 10.1. There are two main types of situation in which permanent exclusion may be considered:
- 10.1.1. 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.
  - 10.1.2. Where there are circumstances of extreme behaviour causing a serious risk to either the student concerned, adults or other students.
- 10.2. 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.
- 10.3. Only the Headteacher, Pastoral Lead, and Proprietor have the authority to exclude a student from a Wider Ambition setting.
- 10.4. Any decision made to exclude a student will be lawful, proportionate, and fair.
- 10.5. All exclusions will be formally recorded on the Management Information System.
- 10.6. 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:
- 10.6.1. The reason(s) for the exclusion
  - 10.6.2. 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.

## 11. Placement Review

- 11.1. 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.
- 11.2. 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.
- 11.3. It is our routine practice to undertake a thorough multi-disciplinary review, in co-production with parents, of any behavioural or dysregulation incident which:
  - 11.3.1. could reasonably be considered by an observer to be physically or verbally aggressive (whether or not that was the student's intent), or
  - 11.3.2. places the student or another person at risk of harm, or
  - 11.3.3. triggers anxiety in another student that is likely to result in an inability to attend or access aspects of the provision, or
  - 11.3.4. threatens or causes damage to property.
- 11.4. The primary aims of the incident review process are to:
  - 11.4.1. minimise risk for the student(s) who are involved, their peers and staff;
  - 11.4.2. ensure all parties feel heard and experience healthy closure following the incident;
  - 11.4.3. ensure the behavioural profile of our student cohort remains as described in the Admissions Policy.
- 11.5. 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.
- 11.6. 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.
- 11.7. 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.

- 11.8. 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

1. I will use the computers safely at all times.
2. I understand that I am responsible for my own actions. I am aware that there is E-Safety software at Wider Ambition which constantly checks computer files and monitors the internet sites I visit.
3. Every time I use the computer, I will log on using the username and password that Wider Ambition staff have told me to use (class account or individual account). I will keep the password a secret.
4. I will make sure that I log off the computer when I am leaving it.
5. I will not use other students'/teachers' accounts or files without consent. I will respect copyright and not copy anyone's work and call it my own.
6. If I find an unattended machine logged on under another username, I will log it off immediately and inform a member of staff.
7. I will only use programs that are already on Wider Ambition devices. If I need a new program, I will ask a member of staff. I won't try to install it myself.
8. If I bring in software from home to use on a school device I will only do so with permission from a member of staff.
9. If I have a problem with the any of the devices, I will tell a member of staff as soon as I have a suitable opportunity so that the problem can be fixed.
10. To help protect other students and myself, I will immediately tell a member of staff about any unpleasant or inappropriate material or messages on any of the devices or anything that makes me feel uncomfortable when I see it.
11. I understand that all the devices are here for schoolwork, and I will only play appropriate games on them if I have permission from a member of staff.
12. I will only take appropriate photographs or videos using school equipment.



13. I will not take photographs or videos at the setting without permission from a member of staff. I will not share photographs or videos taken on personal equipment and brought into the setting with anyone at Wider Ambition without first checking with a member of staff.
14. I will only upload photographs or videos onto a school device if a member of staff gives me permission to do so.
15. I will not copy or attempt to copy photographs or videos from Wider Ambition onto a USB stick/Blank CD and use them outside of school without permission.
16. I will not upload or attempt to upload photographs or videos of students or teachers within Wider Ambition settings onto the Internet unless given permission by a member of staff when part of an educational lesson.
17. I will be polite and responsible when sending e-mail and I will not forward any chain letters.
18. All e-mails, except those to my parents, will be checked by a member of staff before being sent.
19. I will be aware of my personal safety when I am communicating online, and I will not share personal information about myself or others.
20. I will not access social networks or chat rooms on school devices.
21. I will not give my full name, my home address or telephone number to anyone on the internet unless it is to enable access to the curriculum. I will also not arrange to meet strangers that I have met on the internet.
22. I will always treat others the same way I would want them to treat me – just as I would when not using the computers. I will not use the computers to harass or bully anyone.
23. During lesson times all personal electronic devices will be kept in my bag or in a location agreed with a member of staff.
24. I can bring game consoles into the setting if a member of staff gives me permission to do so. My games console will be kept in an agreed location at school when I am not using it. I will only use the games console at agreed times and in an agreed location. Staff may monitor my use of the games console and may limit which games I can play while at Wider Ambition settings.