

## **Edu-Action Policies**

(Below is a list of key policies. More available upon request. Please email [info@edu-action.co.uk](mailto:info@edu-action.co.uk))

### **Edu-Actions Values**

Edu-Action is committed and strives to attain the highest standards of achievement in everything that we do. Moreover, we believe and understand that each young person has personal and unique needs. We also believe that all young people deserve to feel valued, respected and that they are equal members of the provision's community. Edu-Action's objective is for each young person to leave the sessions knowing they have a choice and the skills to live a better life. Life is all about choices, and empowering people to reach their full potential.

As an organisation we understand that some individuals may need more support than others so that they are able to achieve their full potential. Where it is reasonable, adjustments will be made to help alleviate any disadvantage that the individual may suffer.

Our core values of Creativity, Attitude, Resilience and Education are the absolute foundation of all services provided by Edu-Action.

A handwritten signature in black ink, reading "S.J. Billingham". The signature is written in a cursive style with a large initial "S" and "J".

Managing Director

# Content

## **POLICIES AND PROCEDURES**

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# Behaviour Policy

## The purpose of this policy is to:

- Set out clear expectations of positive behaviour
- Empower staff to model exemplary behaviour in their professional relationships with students, colleagues and parents and to reflect on the value of this behaviour through the mentoring process
- Empower staff, students and parents to promote, recognise and celebrate examples of positive behaviour at every opportunity
- Encourage students to be punctual, proactive, and positive members of the community
- Provide clear and robust intervention strategies that support students in understanding the triggers to their challenging behaviours and in managing strategies to communicate their frustrations, feelings and needs without verbal or physical aggression

## Introduction

This policy has been written with due regard to the requirements of the 2011 and 2006 Education Act and related guidance, the School Standards and Framework Act 1998, the Education Act 2002, 0-25 CoP 2015 and the Equality Act 2010. DfE guidance and the Ofsted Framework for School Inspection were used as reference documents. The policy will be amended as appropriate to take into consideration any new guidelines and statutory obligations as soon as these are published. It has been reviewed in consideration of the Ofsted paper "Below the Radar".

## Responsibilities & Implementation

The expectations and responsibilities of the provision, parents/carers and students are set out when all students join Edu-Action at the admissions process. The management team will review the effectiveness of the policy on at least an annual basis.

## Implementation - Strategies for promoting positive Attitudes to Learning

Edu-Action promotes positive behaviour in a number of ways:

- We offer an environment in which students feel valued and welcomed.
- Edu-Action's values and ethos must demonstrate that students feel that their presence in Edu-Action is important and any negative impact on this positive ethos will be addressed

The provision is committed to working towards a behaviour management system that is predicated on rewards and celebration

The provision's budget allocation to student rewards will reflect the importance placed on this celebration. A flexible and individualised curriculum is offered to all students; every effort will be made to ensure that learning tasks are challenging, stimulating and matched to students' needs.

Behaviour and rewards data will be regularly collected and monitored in order to help identify patterns, set targets, implement early interventions, and support and inform policy/practice.

Parents/carers and students will be regularly informed of the students' Attitude to Learning through conversations on pick up/drop off.

Edu-Action takes a proactive approach to supporting students with social, emotional and mental health difficulties [SEMH] through personalised interventions and risk assessments.

Edu-Action is committed to working in partnership with other agencies (e.g. Education Psychology Service, CAMHS, and Police) when this may serve to support and assist students who are experiencing social, emotional and mental health difficulties.

## Behaviour Whilst Under the Care of Edu-Action

Edu-Action's behaviour policy applies in situations where a student's behaviour is deemed inappropriate or unsafe. We action a 3 strike warning as an absolute last resort. Building, maintaining and repairing relationships

are key to a student's development. Conversations with students and parents, consistency throughout all mentors in our approach and the possibility of changing mentor are all options prior to strikes. As a sanction we can cancel daily budget activities.

A three-strike behaviour system is operated for persistent low level behaviour misconduct.

### **Strike Action Taken**

#### **1st Strike/ Warning Explanation for warning.**

Consequences explained: "If I have to give another warning, I will need to call management"

#### **2nd Strike/ Warning Explanation for warning.**

Call to Managing Director. Implement advice

#### **3rd Strike/ Warning Explanation for warning.**

Manager Director called for final advice. Sanction imposed by Manager Director in line with Behaviour Policy

### **Accusations Against Staff**

Should a student make an accusation against a member of staff, it will be investigated and in accordance with the complaints policy. If the outcome of the investigation concludes that there has been a malicious accusation, the sanction applied to the student will be decided by the Managing Director and will be drawn from the high to very high sanctions identified in the Sanctions Guidance (Appendix A1).

### **Monitoring, Evaluation and Review**

The effectiveness and impact of the Behaviour Policy will be monitored through the collection and collation of evidence including:

- Achievement data (progress checks)
- Attendance data
- [Policy Review](#)
- The responsibility of reviewing and maintaining this policy is Sam Billingham (Managing Director). This policy will be reviewed annually.

### **Appendix A2- Positive Reward Guidance**

Rewards are a positive influence at Edu-Action. Rewards are used as incentives for good behavior, positive choices and celebrating achievements. Students can work towards their personal rewards at every opportunity.

|                                                                                                        |                                                          |                                                          |
|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|
| Reward for positive behaviour<br>Kindness/respect/bulletin<br>mention/peer support/parents<br>informed | Reward for positive attitude to<br>learning              | Reward for regular attendance<br>and punctuality         |
| End of term treat activity<br>Treat meal in a restaurant                                               | End of term treat activity<br>Treat meal in a restaurant | End of term treat activity<br>Treat meal in a restaurant |

# **Anti-Bullying Policy**

## **Introduction**

Sadly bullying is a feature of our society. Bullying is experienced by people of all ages and in all walks of life. It is not a phenomenon restricted to schools and it is the duty of all to promote positive and healthy relationships and to see that bullying does not succeed. Bullying is learnt behaviour and as such is open to correction. Bullying occurs when an individual or a group intimidates or coerces others through fear. This intimidation can take the form of physical or emotional abuse, it can be verbal or non-verbal and it can be either direct or indirect (e.g.: spreading rumours, texts, emails, cyber-bullying etc). It can be defined as the abuse of power with the intention to cause hurt or distress. Bullying may be an isolated incident or it may be systematic.

## **Statement of Intent**

Edu-Action is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Edu-Action. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING organisation. This means that anyone who knows that bullying is happening is expected to tell the staff.

Edu-Action recognises that bullying will never be completely eliminated and is committed to dealing with it both reactively and proactively to allow everyone their entitlement to lead a secure and fulfilling life.

Our objectives are to:

- Promote positive relationships so that all feel supported
- Promote an understanding and empathy for other people's feelings
- Deal as quickly, fairly and effectively with incidents of bullying as college business allows
- Involve parents and seek their active support.
- Seek advice from and work with other agencies
- Promote a climate of trust through open communication
- Involve external agencies if our strategies prove ineffective
- Define the behaviour as unacceptable, not the person

## **What is Bullying**

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying can be:

Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

- Physical pushing, kicking, hitting, punching or any use of violence
- Racist, Racial taunts, Graffiti, Gestures etc.
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber -All areas of internet ,such as email & internet chat room misuse Mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities

The effects of bullying can be intense. It has even led to death. Mostly, however, it leads to fear causing a damaging lack of self-esteem and self-confidence. Victims of bullying may become quiet and withdrawn. Some may be drawn into bullying themselves. Progress and achievement suffer. Parents may notice abrupt changes in behaviour with 'illness' and an unwillingness to attend becoming prevalent.

Bullying thrives where a climate of fear prevents the truth being told, where the victim is unable to speak out and where other people fail to speak out in support of the victim. A determination not to tolerate a climate of bullying and positive support for one another will eliminate many incidents of bullying.

Whilst this policy is concerned primarily about bullying, it must be recognised that bullying can be a feature of any combination of relationships within Edu-Action and include, parents, staff and people in related organisations.

### **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- changes their usual routine
- is unwilling to go to Edu-Action (college phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **Implementation of the Policy**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with as immediately as possible by the member of staff, who has been approached, or by SLT, or by another suitable member of staff.
- The victim will be fully supported and no actions will be taken that will intentionally cause more pain or hurt to occur.
- A clear account of the incident will be recorded.
- An appropriate investigation will take place that may include interviewing those concerned and other witnesses. The outcome of the investigation will be recorded.
- Where appropriate, other members of staff, parents and outside agencies will be kept informed.
- Punitive measures will be used as appropriate.

Pupils who have been bullied will be supported by:

- Being provided with a number of methods for them, and others, to report the bullying to SLT (anonymously if preferred).
- Offering an opportunity to discuss the experience SLT (or other mentors is preferred).
- Reassuring the students
- Offering continuous support.
- Restoring self-esteem and confidence.

Students who have bullied may be helped by:

- Discussing what happened.
- Discovering why the student became involved.
- Establishing the wrong doing and need to change.
- Informing parents or carers to help change the attitude of the pupil.

The following disciplinary steps may be taken:

- Official warnings to cease offending.
- Students will lose rewards. If students continue to bully others, their place may be cancelled.
- Contact with parents/carers/school/council to highlight the issue

Within the curriculum we will raise the awareness of the nature of bullying through inclusion in PSHE, tutorial time, assemblies and subject areas, as appropriate, in an attempt to reduce such behaviour.

### **Monitoring, evaluation and review**

This policy will be reviewed every 2 years. The review will include an assessment of its implementation and effectiveness. The policy will be promoted and implemented throughout all Edu-Action sites.

## **Attendance Policy**

### **Introduction**

For our children to gain the greatest benefit from their education it is vital that they attend regularly, on time, every day unless the reason for the absence is unavoidable. It is very important therefore that we help and support our children and young people to attend regularly and this policy sets out how we will achieve this. Why regular attendance is so important?

Any absence affects the pattern of a young person's education and regular absence will seriously affect their learning and development.

### **Safeguarding**

Children and young people may be at risk of harm if they do not attend education regularly.

Safeguarding the interests of each young person is everyone's responsibility and within the context of this education provision, promoting the welfare and life opportunities every child encompasses:-

- Attendance
- Behaviour Management
- Health and Safety
- Anti- bullying

Failing to attend this provision on a regular basis will be considered as a safeguarding matter.

Attendance will be sent via email daily to the students commissioning body.

Promoting regular attendance:

Helping to create a pattern of regular attendance is everybody's responsibility - parents, young people, commissioning schools and all Edu-Action staff. The importance of regular attendance will be discussed with students, parents/carers on admission

To help us all to focus on this we will:

- Give the main commissioning body, parents and young people details on attendance
- Celebrate, reward and display good attendance
- Promote good or improving attendance through incentives and rewards
- Challenge parents/carers and young people who give low priority to attendance and/or punctuality

- Use early identification and intervention to address patterns of absence
- Ensure accurate and robust recording procedures for attendance and punctuality
- Transport young people to and from home (collected by the mentor) to maximise the chances of excellent attendance
- Offer an environment in which young people feel valued and welcomed but where absence/lateness is followed up and action taken
- Work jointly with commissioning and external bodies to improve low attendance
- Broken weeks and patterns of non-attendance will be monitored and targets will be set to improve student attendance

### **Absence Procedures**

For parents/carers: If your child is absent you must:

**Telephone / text us as soon as possible on the first day of absence using 07300869486 If no reason is provided, this will result in unauthorised absence on the young person's record.**

If a child or young person is absent the duty manager will:

- Attempt to contact young person and parent/carer
- Contact the commissioning body and report on the day of absence. Edu-Action will ask them to inform parent/carers and start the child missing from education procedure if necessary (risk assess missing child and follow appropriate procedures).
- At an appropriate time, discuss with the young person the reason for their absence if unauthorised or persistent. Set goals and strategies to enable better attendance
- Where appropriate discuss absence if unauthorised or persistent with parents/ carers. Offer advice and support on enabling better attendance

This attendance policy will be implemented thoroughly with all young people and the education provider or referrer. Edu-Action staff will always assess the situation and inform the appropriate person with all the details of the young person absent from their provision.

If required for young people attending the provision, the Commissioning Body will commence more formal legal proceedings in partnership with the welfare service. These include:

- School Attendance Meeting in partnership with parents/carers where action plans for improvement are agreed and reviewed
- Attendance Panels – the first stage in the legal process
- Prosecution in the Magistrates Court under section 444 Education Act 1996 Fixed Penalty Notices may be issued to parents/carers of students with 11 or more unauthorised absences including unauthorised holidays. Fixed Penalty Notices are issued to each parent.

### **Holidays and Requests for Absence**

For any student, parents/carers must contact the commissioning body for request for absence/holiday.

### **Monitoring**

Attendance data will be monitored and evaluated by SLT

# Positive Handling and restraint Policy

## Purpose of this Policy

This policy aims to give all members of the Edu-Action community clear guidance so that any positive handling that they undertake is carried out in a way that supports the values and principles described and follows the National Framework relating to Physical Intervention within schools. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff at Edu-Action will fulfil their responsibilities in those circumstances.

The Managing Director will be responsible for ensuring that staff and parents are aware of the policy and ensure that all necessary training/awareness-raising takes place so that staff know their responsibilities.

Reference to other policies.

This policy should be read in conjunction with the following Edu-Action policies:

Safeguarding Policy

Behaviour Policy

## Legal framework and guidance:

In May 2012, the DfE issued new guidance on the use of force to control or restrain students. This guidance supersedes previous guidance. While the guidance does not in itself have statutory status, compliance nevertheless is 'strongly advised'. It should be pointed out, however, that it is mandatory for schools to report and record significant incidents, under section 246 of the Apprenticeship, Skills, Children and Learning Act 2009. Staff members may be concerned about the possibility of false accusations of unreasonable or unlawful conduct in the form of a complaint or even legal action if force is used to restrain or control a student. This DfE guidance is intended to help staff feel confident about using force when they think it is right and necessary. It states 'if the force used is reasonable, all staff will have a robust defense against any such accusations'.

DfE Consultation on use of reasonable force and restrictive practices in schools was launched in February 2023. Edu-Action awaits the outcome.

## Physical Touch

In our setting physical touch can be an essential part of student staff relationships e.g., adults may well use touch to prompt, to give reassurance or to provide support.

To use touch/physical support successfully, staff will adhere to the following principles. It must:

Be non-abusive, with no intention to cause pain or injury

Be in the best interests of the child and others

Have a clear educational purpose (e.g., to access the curriculum or to improve social relationships)

The Senior Leadership team are responsible for ensuring that relevant staff are aware of any student who finds physical touch unwelcome. Such sensitivity may arise from the student's cultural background, personal history, age etc

## Physical Intervention - Definitions

It is helpful to distinguish between non-restrictive interventions and restrictive physical interventions.

|                                                                                                                                                                               |                                                                                                                                                                 |                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Non-restrictive Positive Handling. (As already stated touch/physical contact can be a small but important and natural part of teacher-student relationships in our settings). | Either where the child's movement is not restricted or where the child is held supportively but such that they will be released immediately should they so wish | Examples:<br>Guiding/shepherding a person from A to B<br>Removal of a cause of distress |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|

|                               |                                                                           |                                                                                                                                   |
|-------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Restrictive Positive Handling | Prevent, impede or restrict movement or mobility. To use force to direct. | Examples:<br>Isolating a child in a room<br>Holding a student<br>Blocking a person's path<br>Inter-positioning<br>Pushing/pulling |
|-------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|

And also;

|                                     |                                                                                                                                                                                                |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Emergency / unplanned interventions | Occur in response to unforeseen events                                                                                                                                                         |
| Planned interventions               | In which staff employ, where necessary, prearranged strategies and methods which are based on a risk assessment and recorded in the individual education plan for the management of a student. |

### **When is restrictive physical intervention permissible at Edu-Action?**

It may be necessary to prevent a student injuring themselves or others or to prevent them from putting themselves or others at risk (For example, a student throwing a heavy object at/near to an expensive computer equipment). [Section 550A, DFES Circular 10/98].

Section 550A also allows the use of reasonable force 'to prevent a student from engaging in any behaviour prejudicial to maintaining good order and discipline'. However, the use of positive handling for this purpose is acceptable only when all other behaviour management strategies have been tried.

### **Risk assessment – when should staff intervene?**

The use of positive handling will be the outcome of a professional judgement (dynamic risk assessment) made by staff on the basis of this provisions policy. It is avoided whenever possible and will not be used merely for the convenience of staff.

Restrictive positive handling will only be considered if other behaviour management and teamteach training de-escalation options have proved ineffective or are judged to be inappropriate or as a response to a serious emergency situation. Before deciding to intervene in this way, staff will undertake a dynamic risk assessment and weigh up whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out only with the young person's best interests at heart.

Positive handling will never be used to punish a pupil and will never be used to intentionally cause pain, injury or humiliation. Staff are not expected to positively handle against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other students and calling for assistance.

### **Who may use restrictive physical interventions?**

Under the DfE July 2011 guidance, all members of Edu-Action staff have a legal power to use reasonable force and no Alternative Learning Provision is allowed to have a "no contact" policy. At Edu-Action, all staff are authorised to intervene by the Managing Director and will ensure that all staff are aware, understand what is involved and have been trained. Parents, volunteers and visitors in the provision are not given authorisation.

### **Staff Training**

Staff will undertake TeamTeach positive handling intervention training. This will be delivered by an external provider on a yearly cycle. If staff have missed the Teamteach training in-house training will be provided. If a student is at risk of needing restrictive physical intervention a teamteach trained mentor will support that student.

They will be informed about:

- De-escalation techniques and strategies which will be implemented as a first instance
- Types of restraints, touches and holds that could be used

- Any form of restraint that could injure a student will only be used in extreme emergencies where there is no viable alternative.
- The use of any force must be reasonable, proportionate and necessary.

### **How staff at Edu-Action might intervene**

When a restrictive physical intervention is justified, staff will use 'reasonable force'. This is the degree of force 'warranted by the situation'. It will 'be proportionate to the circumstances of the incident and the consequences it is intended to prevent'. Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

Staff will:

- Use the minimum amount of force for the minimum amount of time
- Avoid causing pain or injury; avoid holding or putting pressure on joints
- In general hold long bones
- Never hold a young person face down on the ground or in any position that might increase the risk of suffocation.

During an incident the member of staff involved may tell the young person that his or her behaviour may be leading to being held. This will not be used as a threat or said in a way that could inflame the situation. Staff will not act out of anger or frustration. They will try to adopt a calm, measured approach and maintain communication with the pupil at all times.

Staff will use the de-escalation techniques and holds specified within their training unless under exceptional circumstances

### **What staff must do after the use of a restrictive physical intervention:**

Details of the incident will be logged in a positive handling bound book

Recording will be completed as soon as possible after the event and always within 12 hours Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report

Any injuries suffered by those involved will be recorded following normal procedures

Parents/carers will be informed by telephone on the day of the incident. Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident and any positive handling plan/risk assessment

Support/debriefing will be available for adults and students who have been involved in any incident involving restrictive physical interventions. This will be provided by another member of Edu-Action staff

Mentor Managers will assess the incident which led to the intervention and plan how the risk of a repetition of the incident can be minimised, documented in a student Positive Handling Plan

Primary and Secondary leads will use the records kept analysing patterns of behaviour and so decide whether responses are being effective. Mentor Managers will report on this information to the Operations Manager

### **Complaints Procedure**

Any complaint will need to be made in line with Edu-Action Complaints policy. This policy is available on the website.

Under the DfE updated guidance July 2011 it should be noted that when a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably. Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

### **Reference Documents**

The Use of Reasonable Force – for Heads and Governors DfE updated guidance 2012.

**Complaints Policy-**

Please fill out this form for all complaints. Relevant for parents, students, staff, schools and local authorities. We will always respond within 24 hours. For extremely serious issues will notify immediately of the timeframes if we can't complete within 24 hours.

Our Senior Leadership Team will investigate and respond with an outcome.

**Complaint Form**

Please complete and return to Sam Billingham [info@edu-action.co.uk](mailto:info@edu-action.co.uk) (who will acknowledge receipt and explain what action will be taken).

|                                                                                                    |
|----------------------------------------------------------------------------------------------------|
| Your name:                                                                                         |
| Pupil's name (if relevant):                                                                        |
| Your relationship to the pupil (if relevant):                                                      |
| Address:<br>Postcode:<br>Day time telephone number:<br>Evening telephone number:<br>Email address: |

Please give details of your complaint.

What actions do you feel might resolve the problem at this stage?

|                                                              |
|--------------------------------------------------------------|
| Are you attaching any paperwork? If so, please give details. |
| Signature:                                                   |
| Date:                                                        |
| Official use                                                 |
| Date acknowledgement sent:                                   |
| By who:                                                      |
| Complaint referred to:                                       |
| Action taken:                                                |
| Date:                                                        |

Policies reviewed annually.  
Next Review September 2026

Samuel Billingham Managing Director

*SJ Billingham*