



Admissions Policy 2017-18 Including Misbehaviour and Sanctions

Policy Type and Title	Related Documents	Related Legislation and guidance	Author	Consultation	Curriculum Links	Date Created	Date for review
<p>Admissions</p> <p><i>This policy is a summary of information included in The Lioncare School Prospectus</i></p>	<p>Nested under this policy are the following policies:</p> <ul style="list-style-type: none"> – The Lioncare School Prospectus – The Statements of Purpose for Hillfields, Westfields, and Springfields Therapeutic Children's Homes 	<p>The Independent School Regulations 2014</p>	<p>Sara Fletcher</p>	<p>The Executive Director The Service Manager The adult team at The Lioncare School The School improvement Partner (Rosemary Keen)</p>	<p>All</p>	<p>December 17</p>	<p>For Review</p>

The overriding criteria for The Lioncare School to choose to admit a child or young person to our school is evidence that our therapeutic education model will be effective in meeting their academic, social and emotional needs and improve their outcomes over time, and that this work can be undertaken without undue negative impact on those children and young people already in placement. Children must be aged six or over upon enrolment and can be placed here until they are in Year 11.

There are two main routes for referral to the Lioncare School

For a joint education/residential placement

Initial enquiries for referrals made by local authorities should be made to the Referrals Coordinator at our administrative headquarters:

Lioncare House,
58a Livingstone Road,
Hove,
East Sussex BN3 3WL

T: 01273 720424

E: referrals@lioncare.co.uk

The Service Manager follows the relevant referring authorities own procedure (these differ significantly from one authority to the next) including completion of any Placement Proposal Form that may be used by the referring authority and will ensure all contracting arrangements are in place. The Head Teacher will liaise with the Virtual School of the placing authority to ensure that the school is named on any Education, Health and Care Plan or to initiate such a plan where one does not exist.

School Only Placements

While the majority of children and young people who attend the Lioncare School live in the organisation's Therapeutic Children's Homes in Hove we also work successfully with a number of families who have fostered or adopted children. Assessing these referrals requires close work between the school, the family, the placing local authority and any other agency that may be involved in supporting or funding the placement. Anyone who is interested in a school only placement needs to email the school with the following information:

Their name, role and contact information.

The child or young person's family situation and date of birth.

An overview of the educational history and current placement (if any) of the child or young person.

The most recent Education Health and Care Plan for the child or young person, along with any recent assessment reports.

The name and contact detail of the placing local authority's SEN case worker if known.

The Head Teacher will then arrange a phone conversation to assess the viability of the placement. If appropriate the next step is a meeting with the young person and a visit to the school. If these stages indicate the placement is likely to be successful then it usual that the school will need to be named on the Education, Health and care Plan if one is in place. As each authority has different arrangements for this a planning meeting will be held to determine next steps.

Refusal of Placement

The Lioncare School will only offer a placement to the referring authority or family where we feel we can reasonably expect to meet the child's assessed and recognised needs. The Lioncare School is not able to offer placements for children with severe or profound learning disability, severe sensory or cognitive impairment, or who have a severe physical disability requiring specialist and/or a high level of nursing or health care. Whilst it may transpire through the course of a placement (following admission) that a child is experiencing mental health problems, The Lioncare School is not intended as positive placements for those children with clinically diagnosed and severe mental health disorders. We would consider a placement in a healthcare setting to be more suitable and appropriate. Similarly, we cannot offer placements for children who present on admission with drug or alcohol dependence, but would endeavour to work through such issues, alongside other professional agencies, should a child develop dependencies during the course of their placements

The following factors may affect the decision as to whether The Lioncare School is an appropriate setting for meeting the needs of an individual child:

- Lack of co-operation being given, or attempts to actively sabotage the education placement, by the child's parents, carers, or other agency.
- The child displaying high levels of excessive and extreme violence to adults or other children.
- Confirmed propensity towards Arson (fire setting) by the child.
- The child clearly and consistently stating they do not want to attend The Lioncare School.

Exclusion

The Lioncare School does not use temporary or permanent exclusion as a behaviour management measure. Children who are in need of therapeutic education have in the past often broken down multiple placements through behaviour that has been deemed as unacceptable. A policy of exclusion carries the risk that the emotional difficulties underlying this behaviour, and the inherent communications being conveyed by the behaviour, are not given due consideration. Individual children may have used a cycle of disruption and exclusion to withdraw from the intense challenge of being educated. Therefore, we believe exclusion is inherently un-therapeutic as they can replicate and deepen unhealthy feelings and experiences of rejection and abandonment.

Adults at the Lioncare School will wherever possible support children to stay in school when their behaviour becomes challenging, using a range of strategies to keep everyone safe and to maintain a suitable learning environment for others. Close liaison between home and school may result in a child having a brief "cooling-off" period out of the building if necessary; where possible we endeavour to avoid giving out the message that children who can't manage are sent home.

Part of the decision making around cooling off periods will be made in consultation with the wider Lioncare Community-for example if extremes of behaviour are causing a disruption a to the learning of others then home and school may plan for a supported reintegration over time involving additional community meetings for all or part of the school. If challenging behaviour has reached the threshold where the police have been asked to intervene (see section on behaviour and welfare below) there may be a period out of school where the primary purpose is to allow home adults to support the child in understanding the processes they are involved in, Reconciliation and reparation will be planned into this period.

There is some behaviour that may require that a professionals' meeting be called to determine the best ways to support the placement or to review whether the placement continues to be in the best interest of all involved. These may include:

- An unacceptable risk to other children or adults
- Fire setting
- Persistent absconding resulting in high-risk situations.

If a child is in need of frequent cooling off periods due to persistent damage and harm to others The Head Teacher will discuss the situation with the Registered Manager, Service Managers and Executive Director in order to decide whether a disruptions meeting should be held. (See Section 4. Behaviour and Wellbeing).

Approved Sanctions

The Lioncare School does not use sanctions such as detentions to manage behaviour. Individual children will have targets related to personalised strategies for making good a situation.

The following are acceptable to the management of The Lioncare School and may be used where communication and dialogue alone are felt to be ineffective in regaining good order and discipline and positive behaviour choices, or where the adults feel it necessary and appropriate to reinforce communication with action:

- Constructive and rational sanctions: e.g. temporary removal of ICT equipment from classroom where this has not been used within the stated policy

- Time-out
- Reparation: e.g. when calm, the child agrees to help an adult mend a piece of furniture the child broke whilst they were previously in a rage.
- Additional reflective time with a member of the School Management Team
- Hearing what the community feel about the impact of their behaviour
- Having a home-school meeting to discuss ways damage could be repaired or compensated for, this may include loss of pocket money or free time to assist with repairs or include a link between school behaviour and evening activities.
- Having a meeting with the Service Manager to explore further consequences of behaviour. This may include consideration of initiating the disruptions process if dangerous or anti-social behaviours are pervasive across school and home.

Positive behaviour is rewarded through a star system through which children can earn incentives of their choosing.

Sanctions and Reparations are recorded in on Behaviour Watch and monitored regularly by the Head Teacher.

Prohibited Measures

The following measures are completely unacceptable to the management of The Lioncare School and will not be used under any circumstances;

- Corporal punishment (any intentional application of force as punishment, including slapping, striking, cuffing, shaking, throwing missiles, rough handling and any form of physical violence).
- Physical / emotional rejection of a child. The behaviour is unacceptable, not the child.
- Intentional deprivation of sleep and deprivation of food or drink
- The restriction or refusal of parental contact or contact with friends including communications i.e. letters and telephone calls.
- Requiring a child to wear distinctive or inappropriate clothing (except sports kit or uniform for clubs and societies such as Girl Guides or Scouts etc.).
- Use or withholding of medication or medical or dental treatment.
- Use of accommodation to phy

A full statement on our approach to promoting positive behaviour is included in our prospectus