



Promoting Good Behaviour & Discipline Policy

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Statement of Principles, Values, Aims and Objectives

At Reddish Hall School, we aim to promote positive social, emotional and behavioural change in our students through a supportive and consistent approach across education and care based on the needs of our students. Our Behaviour Management Strategy is based on holistic approaches and the therapeutic belief that all people have the capacity for growth and development no matter what their ages or life experiences and that behaviour can change.

Reddish Hall School admits vulnerable students who experience social, emotional, communication difficulties and associated challenging behaviours. Many of our student's exhibit and display behaviours that act as barriers to learning and inclusion. An integral part of our holistic strategies is to overcome these barriers. We aim to provide a consistent and well supervised environment where students feel safe and secure and reach their potential through positive relationships.

Principles and Values that Underpin this Policy

The policy, practice and procedures aim to reflect and demonstrate the importance of the school's commitment to promoting the entitlement of students to the highest quality of education, care, health and therapy. The philosophy and ethos of the school reflects acceptance and respect for all students irrespective of their age, sex, religion, disability, ethnicity, sexual orientation, gender identity and gender re-assignment or immigration status and includes a clear set of values that are seen to be important within the school and wider community, they are as follows:-

To value each other and our community

To listen to each other and ask for help when we need it

The promotion of mutual respect, acceptance, trust and honesty

To develop and encourage self-confidence, self-worth, self-discipline and ultimately independence

To proactively manage and de-escalate challenging and unacceptable behaviours

To implement holistic, integrative and consistent approaches which promote positive behaviour, develop children and young people's understanding and manage behaviour fairly, effectively and encourage young people to achieve their potential

To establish and consistently apply clear and obvious boundaries, to ensure children and young people's safety, security and well-being

To work in partnership with all stakeholders, to promote good behavior

To apply rules reasonably and fairly, to use sanctions effectively and proportionately in relation to the age, needs and ability of the child or young person, or any religious requirements affecting them

To develop and reinforce the principles of good citizenship, including the fundamentals of British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance for of those with different faiths and beliefs

Corporal punishment is illegal in all circumstances

The Objectives of this Policy

To set out clearly how our principles and values can be translated into effective everyday actions

To provide clear guidance and support to all staff

For staff to provide leadership and positive role models to students

To promote good behaviour and make positive change for our students, setting them clear and achievable goals

To expect the highest standards of educational attainment and achievement, through the development of acceptable standards of behaviour and conduct

Students should be assisted to show respect, tolerance, empathy and understanding and to demonstrate through their daily actions, a clear understanding of what is right and wrong

To help students to work with the knowledge of their rights, and be encouraged to recognise and respond to their responsibilities

To develop and implement, co-ordinated and cohesive practices and procedures between home and school

To regulate the behaviour and conduct of students

To prevent bullying

To comply with the Independent School Standards 2015

This statement should be read alongside key policies;

Curriculum

Teaching and learning, including SMSC

Safeguarding

Anti-bullying

Equality and diversity

Managing allegations against professional staff

Health and Safety, e.g. risk assessments, first aid and educational visits

E Safety

Exclusion Policy

3.1 Review

This policy is subject to annual review.

Head teacher Responsibilities and the Legislative Framework

The Head teacher at Reddish Hall School will set out measures in this Good Behaviour and Discipline Policy, which take into account the principles, values and objectives identified above and act within the legislative framework. The Head must decide on the standards of behaviour expected and strategies to teach good behaviour, and determine the rules and any disciplinary penalties for breaking them. The Head will also consider measures and strategies to manage the following:

Students' behaviour, attitude and conduct outside of school, e.g. transport and educational visits

The screening and searching of students

The power to use reasonable force and other physical contact

When to work with other local agencies to assess the needs of students who display continuous disruptive behaviour

To have in place an effective Safeguarding policy and procedures

To have in place an effective anti-bullying policy

To publish annually the Good Behaviour and Discipline Policy to Parents and Staff

Support and pastoral care for staff accused of misconduct

Clear guidance to all staff with regards their responsibilities to manage students positively and have the power to discipline where students misbehave either in or outside school

The legislative frameworks that Head teachers are required to consider are:

Education and Inspection Act 2006

The Education Act 2002, Section 175

The Education (Independent School Standards) Regulations 2015

EU Convention on the Rights of the Child 1989

Equality Act 2010

The Human Rights Act (1998)

Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (July 2002)

OFSTED Summary Report – Managing Challenging Behaviour (2005)

DfES Guidance: The Use of Force to Control or Restrain Students (2007)

DfES Use of reasonable force - Advice for Head teachers, staff and governing bodies (July 2013)

DfE Behaviour and discipline in schools - Advice for head teachers and school staff (2016)
DfES Guidance on Behaviour and Discipline in Schools 2016

Creating a Positive and Structured Environment

The principle function of Reddish Hall School is to provide a safe, secure and caring environment where expectations and achievements are high and students realise their full potential in all areas of their development; academic, physical, emotional, spiritual, moral, social and independence. In order to create an environment in which students feel safe and secure, where there is an ethos of achievement through endeavoring, it is essential that there is nurture, care and support balanced with good order and discipline. Students through the School Council should play an active part in the review of the Promoting Good Behaviour & Discipline Policy.

We aim to promote politeness, courtesy and respect between all members of the Reddish Hall School community, adults and children alike.

Whilst the principles and procedures contained in this policy document will be applied equally to all students, each student at Reddish Hall School is an individual and will be at different stages of intellectual, physical, social, emotional and moral development. We will therefore use rewards, consequences and behaviour programmes as appropriate to the unique individual needs of each student. This reflects the whole ethos of the school in treating students as individuals and tailoring our work to meet individual needs through Individual Education, Behaviour and Well-being Plans.

The main emphasis at Reddish Hall School is not on making and enforcing rules but rather on creating an ethos of respect and consideration for others and an environment where people help and support each other. Where rules are in place, they are designed to promote a positive teaching and learning environment; to ensure health, happiness and safety of the students, or are related to consideration for themselves and others.

Staff will intervene and apply consequences or sanctions in circumstances where a young person's behaviour is likely to prejudice a positive teaching and learning environment, the health and safety of the students and adults, or show lack of consideration for others and impact on their learning.

The school primarily seeks to create a warm and caring environment where students learn to trust adults. In order to provide security for individuals and the school to promote personal development, students need to develop an appreciation of the limits on their behaviour set by society and their community.

Students need to understand the implications for breaching these limits. A clear framework of authority facilitates the development of inner self-discipline and

maturity. As maturity or responses develops a greater diversity of trust, independence and autonomy should be possible. Informed choices are more probable. A carefully structured environment is fundamental in bringing this about.

Well planned teaching and learning should encourage acceptable behaviour within a formal learning situation, facilitating achievement and raising students' self-esteem and self-confidence.

Relationships

The principle reward and encouragement for any student is the positive attention and frequent expression of approval and support by the adults around them. The progress and development of students principally relies on the positive relationships they develop with significant adults in their lives. Reddish Hall School encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students.

Students will test and challenge relationships, therefore adults responsible for them require the ability to sensitively, firmly and confidently manage the adult/student relationship. Empathy, trust and consistency are all important in building relationships and influencing students in making appropriate choices about their life and development.

Equally important is the expectations adults have of students, which should be regularly explained and reinforced, in relation to their behaviour, learning, personal and social development.

Target setting is a useful tool to involve the student, develop their understanding and facilitate positive engagement. Adults need to assess and evaluate the developmental phase the student is functioning at to communicate, rationalise and provide guidance through the relationship to move the student on in developing social responsibility.

Challenging Behaviour and Students with Social, Emotional and Communication Difficulties

Students with social, emotional and communication needs are statistically more likely to exhibit behaviours which challenge those around them and the settings which educate and care for them. One of the reasons for this is that these students generally experience much greater difficulty in expressing their feelings, needs and choices.

Reddish Hall School adopts the following general approaches to reduce the likelihood of such behaviours occurring or developing:

Teaching and learning that is outstanding or at least consistently good
Teaching and learning that is relevant, differentiated to meet the needs, aptitudes and abilities of the students
The opportunity to make meaningful choices
Careful attention to physical and emotional needs
Experiences and activities which are appropriately stimulating
Consistent and careful management of the environment, including the setting conditions and triggers for behaviours
Warm and caring relationships with adults and their influence and impact
Structure, predictability and consistency in daily routines
Clear and explicit boundaries and rules within the learning environment
Regular explanation of the rules and expectations
Clear warnings to students that their behaviour is a cause of concern
Rewards and sanctions consistently and fairly applied in line with the policy

Students and staff are supported in managing and reducing challenging behaviour by the Student Support Team. The work of the staff team is co-ordinated through the Senior Leadership Team, and is subject to regular review and monitoring.

Pastoral Support

The School endeavours to provide support for students that enables them to achieve academically, socially and personally. Systems of support include Teachers, SENCO, Pastoral Team, Family Liaison Officer, Wellbeing Coordinator, Learning Support Assistants and members of the Student Support team. Pastoral support can also take the shape of home/school agreements or specific behavioural contracts, with a clear focus on improving particular aspects of a student's behaviour. Home/school liaison is a key feature in promoting consistency of approaches, parental support and agreed actions.

Where identified, individual support is provided consistently by the Pastoral Co-ordinator and experienced Teaching Assistants and SENCO. The staff team will meet to consider and incorporate all professional views from within the school, before revising targets and actions.

The school considers whether the behaviour under review gives cause to suspect that a student is suffering, or is likely to suffer, significant harm. Where this may be the case, the school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

The Use of Restrictive Physical Intervention (RPI) at Reddish Hall School (Care and Control)

Many of the students at Reddish Hall School display a variety of challenging behaviours which result in a range of strategies, including RPI being used in order to reduce risk. Staff are encouraged to adopt different methods of de-escalation via appropriate training and the promotion of positive relationships throughout the school. By doing this we wish to create an environment whereby all parties are kept safe but that also encourages students to be involved in the process of being reflective about their behaviours.

The use of physical intervention must take account of the pupil's own best interests, sensitivities and sensibilities; his/her own likely perceptions of situations, his/her emotional state and levels of understanding. Physical intervention, including withdrawal, should never be used as a punishment and must only be used in line with agreed criteria and procedures. The school's staged approach to positive handling appears in Annex 1. Staff should also read the public liability/employers' liability statement in Annex 7.

"Physical intervention" is defined, in accordance with Section 93 of the Education and Inspection Act 2006 as, the application by an authorised member of staff to use reasonable force in relation to a pupil for the purpose of preventing him/her from doing any of the following:

- Committing an offence;
- Causing personal injury to themselves or others, or the likelihood of such an occurrence;
- Significant damage to property, or the likelihood of such an occurrence;
- Engaging in any behaviour prejudicial to the maintenance of the good order of the school environment which, if unaddressed, may incite, anger or disrupt their peers.

The organisation (Acorn Care and Education) uses Team Teach as a preferred method of RPI as approved by The Institute of Conflict management (ICM).

RPI involves a proportionate degree of force where a student is showing an increased level of risk to themselves or others. At Reddish Hall School the use of RPI is always used as a last resort where other means of de-escalation are unsuccessful and where the degree of risk has been appropriately assessed. The use of RPI as a strategy in the event of a situation that involves elevated risk will always be determined in reference to:

The seriousness of the incident

The relative risks arising from using a physical intervention compared to an alternative strategy.

The age, needs, culture, background, gender, stature and medical history of the student.

The application of increasing or decreasing force in response to the student's behaviour.

All of the above would be considered through Risk Assessment and Behaviour Planning, and subject to regular review and monitoring.

“Withdrawal” involves removing a young person from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to return to their usual activities.

“Restraint” or “Restrictive Physical Intervention” involves the positive application of force in order to overpowering the client. The school interprets this to be, the positive application of force to prevent a child from acting in a particular way against their will or to make them do something they do not wish to do.

The school recognises that the use of force is only lawful if the circumstances of the particular incident warrant it i.e. that it is both necessary and in the best interest of the child. Further, it recognises that the degree of force used must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be reasonable and the minimum needed to achieve the desired result.

Clearly, it is important that when staff are dealing with potentially dangerous situations involving especially difficult pupils, dynamic risk assessments will be undertaken to ensure their own safety and that of all the pupils for whom they are responsible.

Only those members of staff who have been trained in the use of agreed techniques, i.e. ‘TEAM-TEACH’, should, in the main, carry out the positive handling of pupils but the school acknowledges that everyone has a right to feel safe and as a result, in emergency situations, individuals who have not received the appropriate training may use reasonable responses to protect themselves from harm. The school ensures that it has access to qualified trainers and that regular training sessions are provided with the support of other qualified trainers

The school will operate a programme of training updates where significant changes to the TEAM-TEACH strategies occur. In addition, the school will operate a cycle of holding a full refresher course for all staff each year.

The school maintains a register of staff who have completed the TEAM-TEACH on their Management Information System, Cascade.

The current TEAM-TEACH instructors are Mr A. Lomax and Miss K. Shaw.

The training of staff in dealing with behaviour management should be in line with the recommendations of ‘TEAM-TEACH’ and includes:

Building and maintaining good relationships

Managing good behaviour through the interpretation of verbal and non-verbal cues, and conflict management techniques

De-escalation

The use of physical intervention.

Before using physical interventions the following key points should be considered in relation to any given situation:

It is essential that the use of physical intervention is seen as a last resort. Every effort must be made to look for effective ways of working with pupils that do not involve using them.

The circumstances in which the use of force is appropriate can include those where it is imperative that pupils comply with instructions - for example, to stop hitting another pupil or damaging property, or not leaving the room when repeatedly asked to do so, for their own safety.

In the overwhelming majority of cases, staff should first give pupils a warning, a clear direction and the opportunity to comply. The issue is not about whether staff can ever enforce compliance but rather in which circumstances it would be reasonable to do so. It is not acceptable or justifiable to use force to obtain compliance because other strategies will not work or the issue is not serious enough to warrant it.

Whilst the use of physical intervention is generally deemed to be the last resort there are circumstances where this will not apply. Records of incidents involving particular pupils will sometimes show that there are set patterns to their behaviour which, if unchecked, will lead to it becoming dangerous or exceptionally disruptive. In these circumstances, it could be reasonable to exercise a mild degree of physical intervention at a relatively early stage. To ensure that this early intervention is only ever used when justified, records of incidents are regularly reviewed and used to inform the management strategies of the pupils concerned. Such use of force may include staff physically preventing a young child from running out onto a busy road.

All incidents of physical intervention are recorded and monitored rigorously. The school keeps detailed, written reports of all interventions where any form of restrictive positive handling is used. Where incidents occur that result in a pupil having a restrictive hold being applied, the pupil will be seen by a member of the leadership team, a detailed report is submitted by key members of staff involved in the incident and the parents/carers are informed of the incident one the same day or at the earliest possible time following. Thereafter, a post incident review is undertaken to support the pupil, the staff involved, rebuild relationships and ensure that lessons are learnt from the incident.

Full details of:

Approaches to the positive handling of pupils and how these are monitored appear in Annex 1,

How a positive handling situation is recorded appear in Annex 2,

The description of how to fill a PIF form appears in Annex 2A,

Annex 2B is the prompt sheet for the Pupil Post-incident review and reflection.

Annex 2C is the prompt sheet for the Staff Post-incident review and reflection.

The use of a Positive Handling Plan (PHP), an example of a PHP and the review document for a PHP appear in Annex 3.

It should also be noted that it is accepted that sometimes an incident can escalate to a high level very rapidly and with little or no warning. In these instances, staff may have to take emergency action whilst trying to use TEAM-TEACH methods to intervene safely. Although all techniques used seek to avoid injury to the pupil there is some potential for possible bruising or scratching to occur accidentally. These are not to be seen necessarily as a failure of professional techniques, but a regrettable and infrequent side effect of ensuring that the pupil remains safe. Such marks will be

recorded on a Body Map (annex 6), reported to parents/carers and discussed in the post-incident review

Rewards and Sanctions Statement

Rewards and Sanctions form part of the School's Behaviour Policy practices and procedures. Rewards should reinforce positive behaviour or recognise a good achievement across all learning environments. Sanctions should be consistently applied and explained to deter unacceptable behaviour.

REWARDING SUCCESS

Staff should adopt a positive approach to improving student behaviour. Such an approach must focus on rewarding effort, developing positive relationships and to help build student's self-esteem. At Reddish Hall, staff help to create an ethos of "Positive Achievement" in the following ways:

Personal praise and reward

Sharing an individual's success in regular staff briefings

Celebrating success in school assemblies

Displaying student's work – classroom, school displays, newsletters

Informing parents and carers of an individual's success

Celebrating individual achievement of learning and behavioural targets

Student's keeping personal records of achievement

Extra trust, responsibilities and privileges can be earned

The school will also reward students who are striving to improve their performance by rewarding "the pupil of the week" and "head teacher awards"

In addition, students are able to earn points during the school day issued by all education staff.

How does the Point System work?

Pupils can earn a maximum of 100 points per day. These points are earned through successful completion of lessons and for positive behaviour at break times and tutor times.

All pupils will also have a weekly individual target set by their teacher/tutor. If you meet this target you will earn another 50 points

Pupils reaching the required points total target will be invited to choose a weekly reward "options" to enjoy on a Friday afternoon. These rewards generally include a trip off-site such as laser quest, bowling, cycling and visits to the park.

Pupils need 450 points in secondary and 430 in primary to earn their options.

Bonus points are also awarded for exceptional levels of behaviour, correct uniform and/or achievement.

If it is a shorter week the same proportion of points needed, so for a four day week, you will need 360 points in secondary and 340 in primary; targets will be worth 40 points. For a three-day week 270 points in secondary and 260 points in primary; targets will be worth 30 points. If pupils are off school ill or excluded, we will lower the amounts of points needed as points will not be awarded for days missed.

Pupils attending work experience or college placements will receive all the points for that day if positive feedback is given.

In addition to earning a place on the Friday “options” activities points earned can be saved and redeemed against Vouchers to spend. 100 points has a monetary value of 50p. Once the necessary number of points is earned the product is then sourced. The class PSW or tutor will then contact home to get authorisation to send the vouchers home with the pupil.

Key Stage 4 may apply for Independence Privileges

Pupils may be allowed off site for a specific length of time, allowed unsupervised in the KS4 Common room and gain other personalised rewards once they have shown the following:

- * Consistent good behaviour with at least 450 points earned each week for six weeks
- * No leaving the building or site without explicit permission
- * Voluntary service in school – helping with the school grounds, helping staff, mentoring primary pupils – this must be supported by a member of staff and evidenced over six weeks
- * Completed two weeks successful work experience
- * An interview with the head teacher or deputy head teacher
- * Have permission signed by parent/carer/social worker

If at any time, once granted the privileges they:

- * Return late to school
- * Cause a disturbance in the community
- * Cause a complaint to be made to school about your behaviour
- * Are involved in creating disruption that stops others learning or being successful in school, including on social media

These privileges will be revoked until they have shown exemplary behaviour.

11. Unacceptable Behaviours and Sanctions

UNACCEPTABLE BEHAVIOUR includes:

Physical assaults

Verbal abuse

Play fighting

Bullying and intimidation

Discrimination and prejudice towards age, ability, gender and gender identity, race, sexual orientation or religion

Smoking is NOT permitted and will be treated as a serious breach of the school code of conduct.

Alcohol and the use of prohibited drugs will also be treated as a serious breach of the school's rules.

The intentional disruption of lessons will not be tolerated. All students are entitled to learn in their lessons; students preventing learning will face consequences.

The use of mobile phones is prohibited in school, all phones should be kept at home or put away in pupil lockers in the morning

CONSEQUENCES & SANCTIONS

The age, needs and abilities of the young person should be considered when applying sanctions. Staff must act reasonably, fairly, consistently and proportionately when administering a sanction. Staff should also evaluate the risks or special circumstances when administering a sanction.

The school will apply the following sanctions for breaches of the school's standards of expected behaviour and for displaying any of the unacceptable behaviours listed below. The school will always consult parent/carers and local authority representative if any of the following may have to be considered and will attempt to be as supportive as possible during the exclusion process including regular communication with parents/carers and providing appropriate work for the young person.

Behaviours that lead to a period of reflection (normally carried out at the next upcoming break period)

Include but are not limited to;

Aggressive language

Hiding from staff

Damaging school property which doesn't need a cost to it being repaired, such as graffiti

Racist language

Homophobic language

Discriminatory language

Irritating another pupil on purpose

Bullying – persistent bullying will have further consequences

Creating disruptions that significantly damage others' learning

Offsite Bans

Persistent absconding

Inappropriate behaviour in school vehicles (Refusal to wear seat belts etc.)

Unsafe behaviour off-site

Causing a disturbance to members of the public

Behaviours that lead to After-School periods of reflection

Fighting

Leaving the building without permission

Missing four or more entire lessons over the course of the day

Racist/homophobic comments depending on the intention

Causing significant disruption to learning, such as running around school

Spitting

Biting

Consideration of Fixed Term Exclusions

The school (Head teacher / Deputy Head) will consider applying fixed term exclusions for continuous breaches of the following unacceptable behaviours:

Assaulting a member of staff or another pupil

Damaging school property to the level where it will cost for it to be repaired (a bill will also be sent home to be paid)

Bullying, Racism, Sexism, Homophobic behaviour, Intimidation

Persistent disruption of lessons over a long period of time

Persistent health and safety issues e.g. unsafe travel in transport to and from school, unsafe behaviour off site during the school day

Assault on staff/peer

Consideration of Permanent Exclusion

Violent physical assault on another individual that causes actual bodily harm
Use of alcohol or prohibited drugs
Knowingly bring weapons onto the school site

Considerations of police involvement

The Senior Leadership Team only are permitted to sanction police involvement on the site of the school. Staff are entitled to consider police involvement but should inform and consult with the SLT before pursuing such action.

The school monitors sanctions for effectiveness of use and seeks pupil comment through sanctions records. A record of all serious sanctions is kept on the schools behaviour tracking software.

Support after exclusion or concerning behaviours:

An Individual Behaviour Plan and Reintegration Behaviour Contract is an agreement to monitor concerns after a period of exclusion or concerning behaviour. We initiate a meeting between school, student, and the student's parents/carers that sets limits for student behaviour, rewards good choices, and outlines consequences for poor choices.

The meeting should discuss ways of avoiding further exclusions. For some students setting up a Pastoral Support Programme may be suggested (see below). A parenting contract with support for you may also be suggested (see below).

We focus on 1-3 particular behaviours that we would like to see change. Our aim is to take steps toward improvement so that it feels more "do-able" to the student. We emphasise that the parent, student, and school are all part of the same team. The method to be used on a daily basis for monitoring student behaviour includes a contract signed by all parties that will state rewards and consequences that correlate with behaviour choices. Good school-to-home communication helps significantly with progress with students. The student is asked for input, which encourages them to connect into the process even further.

Teachers are consistent with the student in the classroom, adhering to the wording of the behaviour contract agreement, emphasizing the positives that come along with good behaviour choices and encouraging the student to get used to new habits of good behaviour.

The school will make every attempt to promote positive behaviour. The school hopes that by promoting positive behaviour all students will access the wide range of rewards and incentives available.

Alternatives to exclusion

Exclusion should not be used if there are possible alternative solutions available.

Examples of alternatives to exclusion which the school may want to try include:

- a) using a restorative justice process, which enables an offender to redress the harm that has been done to a 'victim', and enables all parties with a stake in the outcome to participate fully in the process. This has been used successfully to resolve situations that could otherwise lead to exclusion.
- b) independent learning which can be used to diffuse situations that occur in school that require a pupil to be removed from class but may not require exclusion from the school premises. The learning could take place in a designated area within the school, with appropriate support, or in another class on a temporary basis, and may continue during break periods.
- c) a managed move. If a school feels that it can no longer manage the behaviour of a particular pupil, the school may ask another school to take over his or her education. This should only be done with the full knowledge and co-operation of all parties involved, including the parents and the LEA, and in circumstances where it is in the best interests of the pupil concerned. Parents should never be pressured into removing their child from school under threat of a permanent exclusion, nor should pupils be deleted from the school roll to encourage them to find another school place. Section 9 of the Education (Pupil Registration) Regulations 1995 details the only lawful grounds for deleting a pupil's name from the school roll.
- d) off-site tuition. In some cases it may be appropriate for a member of staff (or 2 if risk assessment requires it) to work with a pupil off-site for a short period of time. A change in environment may be necessary for the overall school whilst allowing staff to work effectively to challenge and affect the behaviours that cause the situation to arise.

12 Expected Standards of Student Behaviour;

Reddish Hall School will provide clear behaviour guidelines to Students and Parents, with regards the Schools expectations. The school sets high standards of behaviour from students both in and out of school, the following is a code of conduct for students;

Students are expected to be polite, respectful and use appropriate language at all times with staff, other students and visitors

Students are expected to cooperate and comply with staff requests and instructions at all times

Students are expected to engage positively in all lessons, completing set work and requesting support appropriately

Students are expected to achieve their potential and apply themselves across all aspects of the curriculum

Students are expected to cooperate and comply with Health and Safety requirements e.g. the wearing of protective clothing in Science, Art and DFT lessons

Students are expected to cooperate and comply with the School dress code

Students are expected to cooperate and comply with the schools policies and procedures on mobile phones, smoking (Waterloo Lodge is a 'no smoking' school), the use of the internet, weapons and drugs

Students are expected to uphold the good reputation of the school

Students are expected to behave appropriately and engage with staff and the active positively during unstructured times of the day, after school clubs and educational visits

Students are expected to refrain from any acts of intimidation, threats or acts of aggression towards other students, visitors, members of the public and staff

Students are expected to cooperate and comply with the Equality and Diversity Act 2010, which stipulates that all members of the school community respect SEN, religious faith and beliefs, race/ethnicity, sexual orientation, gender and immigration status

Every student will be expected to follow the classroom expectations as set out below:

Classroom Expectations

Pay attention and follow instructions.

Respect others, their space and their belongings.

Work quietly and do your best.

Use positive language and remember – ‘please’, ‘thank-you’, and ‘excuse me’.

Safely use, don’t abuse, equipment and furniture.

Think before you act

Be tidy – a place for everything and everything in its place.

In your seat not on your feet.

Annex 1

Positive Handling of Pupils

The school accepts that despite our philosophy, ethos and experience, pupils may on occasion be unable to responsibly control their own actions. All parties must agree that, for the pupils' own welfare, there is the need for Positive handling in some circumstances and set procedures; relating to this that must be followed. Presented below are the procedures adopted by our school, which include:

- Stage 1. De-escalation and Avoidance tactics.
- Stage 2. When positive handling may be required,
- Stage 3. Agreed methods of positive handling.
- Stage 4. Recording a positive handling incident.
- Stage 5. Systems for further action.

Stage 1. Avoidance Tactics.

The positive handling of a pupil is not desirable and should be avoided whenever possible. Aspects of effective de-escalation and avoidance tactics include:
Staff recognising the signs displayed by individuals prior to a difficult situation occurring

The use of extensive and varied de-escalation techniques, such as change of staff or environment and distraction

The use of a variety of responses by staff in order to defuse a situation or reduce the risk of a situation escalating

The use of the information gathered at the referral, the interview and at the home visit in the form of a Pupil Summary Report to ensure all staff are aware of each individual pupil's potential difficulties.

Stage 2. When positive handling may be required.

Positive handling will be used in the following circumstances and, normally, only when all other practical options have been exhausted. It is important that staff attempt all possible methods outlined in Stage 1 before proceeding to Stage 2.

Positive handling may be required when pupils are involved in: -

Committing an offence;

Causing personal injury to themselves or others, or the likelihood of such an occurrence;

Significant damage to property, or the likelihood of such an occurrence;

Engaging in any behaviour prejudicial to the maintenance of the good order of the school environment which, if unaddressed, may incite, anger or disrupt their peers.

Stage 3. Agreed Methods of Positive Handling.

Where possible, the positive handling of pupils is always avoided, however, if pupils who are identified in Stage 2 of this procedure refuse to respond to verbal requests then all staff will use the graded and gradual approach to physical intervention as set out by TEAM-TEACH and in which all staff are trained.

When using TEAM-TEACH there are six basic principles;

The safety of the child and staff member is of paramount importance,

The minimum of physical force is used for the minimal amount of time,

The purpose of the interaction is to limit the harm the pupil can do to themselves or others and property,

The positive handling is employed to contain the situation until the pupils' self-control is regained,

The staff must retain control in a positive handling situation,

The security and safety of all children in the school is of paramount importance.

The following is an example of a typical basic sequential format. It is unlikely that once the positive handling of a pupil becomes unavoidable that this sequence will be adequate for all situations and therefore must be looked upon as a general indication as to what methods are acceptable.

Note: In exceptional circumstances, where:

The intensity and duration of a pupils behaviour is deemed excessive, and/or

There is a clear health and safety risk to staff and/or other pupils, and/or

A criminal offence has been, or is likely to be, committed, the police may be called to deal with the incident.

Option 1.

Where possible do not actually physically hold the pupil. Try the following techniques:

If the pupil is sitting then hold the arm of the chair and stand close to the pupil,

Allow the pupil to stay in a corner of a room in his/her own space, or

In a withdrawal room, put yourself between the pupil and the exit.

Option 2.

To be used in conjunction with option 1 but to be moved on to if staff feel it is necessary to hold the pupil. This should initially only be a minimum token of physical control, for example gently guiding a child using 'friendly hold' or 'Caring Cs'. From this point as soon as possible revert to option 1.

Option 3.

From this point the situation must be fully recorded on a PIF form at the appropriate level This is when more obvious control of the pupil is required, for example the use of two person response eg. 'Team-Teach two person single elbow in a standing position'. Alternatively, when responding with smaller pupils it is often more

appropriate to hold the upper body and arms as in the 'Team-Teach wrap' technique. Care needs to be taken to ensure the child does not kick or head butt.

The approaches learned from training delivered by TEAM-TEACH instructors must be followed at all times.

Negotiation.

During any of these options staff should continually talk to the pupil, explaining what is happening and why, while always providing an option of a way out of the situation. If a pupil is unwilling to negotiate with a member of staff then a different member of staff should negotiate with the pupil. Replacement staff should also take over if/when the presence of an individual member of staff is thought inflammatory.

Pupils will return to programmes as soon as they are judged fit to do so by the school Student Support managers. This decision will be made as part of a process of negotiation and will relate to the pupils' verbal and non-verbal responses. An appropriate return to programme will be agreed.

Stage 4. All positive handling situations will be recorded, as appropriate, on a Physical Intervention Form on Sleuth and in the Physical Intervention log.

The PIF forms will be completed using the procedures set out in Annex 2.

The monitoring of physical interventions

All physical interventions at any level are recorded in the Physical Intervention Log, and the dates by which they are completed by those staff involved in the physical intervention. The Physical Intervention Log is available to the Senior Leadership Team at any time, who review it on a daily basis.

The information recorded in the log allows incidents relating to specific pupils to be tracked. This data can then be used to review approaches to the management of particular pupil's behaviour and new Positive Handling Plans to be developed.

The positive handling log is stored on the school's server.

It is the responsibility of the Head teacher to review all records and to raise any issues with the appropriate person i.e.

Pupil
Member of staff
Safeguarding Officer
Parent/carer
Assistant Director for the school

The Head teacher may decide to raise such issues with:

Local Authority representatives
Social Care representatives or
Any other agency involved.

Annex 2

Recording a positive handling situation

Reddish Hall School accepts the definition of restrictive physical intervention as “the positive application of force with the intention of overpowering the client.” (DOH “Permissible Forms of Control” 4/93...Section 5.2). The school will record all incidents where force is used to control the pupil. There are, however, occasions where it is necessary to use physical interventions that do not require the “overpowering” of the pupil eg in incidents that use prompts and guides. These incidents will not routinely be recorded unless there is a cause for concern.

Annex 2A

Completing the PIF

Staff are responsible for informing the Student Support Team of any incident they are involved with. The Student Support Team will agree from the list of staff involved with the intervention which person will be responsible for completing the appropriate sections of the form. The RPI form on Sleuth MUST be completed on the same day the incident occurs. The pupil will be interviewed by a member of the management team and the parent/carer will be informed of the incident. The member of management who interviewed the pupil will read the submitted report within 24 hours to determine if there is a safeguarding concern.

Note: All sections of the form must be completed.

If the senior manager is dissatisfied with the completion of the form the member of staff involved will be asked to discuss the matter and ensure all aspects of the form are completed appropriately.

Annex 2B

Prompt sheet for Pupil Post-incident Review and Reflection

To maximise the support given to the pupil, the post-incident review should take place before the member of the Management Team responsible for evaluating the incident receives the staff report.

Ask the pupil for their **version of events**

Ask whether the pupil has sustained any **actual/potential injuries - body map and injuries to be recorded in pupil accident book.**

Discuss any **triggers** and attempt to get the pupil to **reflect** on how the incident could have been avoided

Ask the pupil if **they** could have done anything differently to prevent the physical management.

Does the pupil think that the **staff responses were reasonable and proportionate** to the behaviours being displayed? If not, record their reasons

Does the pupil wish to make a **complaint** about how the incident was managed? If yes, the intervention is to be recorded at level 2.

Make a judgement whether a staff-pupil **relationship is damaged** and make plans to repair this relationship

Explain to pupil that this **review will be shared with members of staff** involved in the incident

Agreed **follow-up actions**

Annex 2C

Prompt sheet for Staff Post-incident Review and Reflection

This post-incident review is to take place by the member of the Management Team responsible for evaluating the incident after the Pupil Post-incident Review and Reflection.

Clarify any points for discussion from the incident report.

For example;

Was a two person response used? If not why?

Get staff to discuss the trigger and how this was identified and managed.

Was the pupil managed in-line with their PHP?

Were graded and gradual responses used?

Was the intervention necessary, reasonable and in the best interest of the child?

Did the member of staff receive **any injuries?** (**Has it been recorded in the accident book?**)

Reflection of the incident

How the incident could be managed differently

Share the pupil's view with the member of staff.

Implications for the Pupil's PHP?

Agreed **follow-up actions**

Annex 3

Using the Positive Handling Plan

Guidelines

PHPs to be produced following:

An assessment of information gathered from the pupil referral, the school based interview and home visit which indicates that there is a risk of physical intervention being required,

Following a series of physical interventions which are concentrated over a relatively short period of time.

Following any serious incident

PHPs to be reviewed half-termly.

Pupils to be consulted when drawing up and reviewing PHPs.

A register of pupils with PHPs and copies of current PHPs and to be kept centrally.

Copies of PHPs to be kept by appropriate staff and in pupils files.

All staff to be aware of contents of PHPs for health and safety purposes.

Pupil Individual Risk Assessment

Name of pupil:

Date of birth:

Risk assessment completed by:
date:

Issue no:

Issue

Other persons involved in the Risk assessment:

Reason for Risk assessment: prior to admission/on starting school

in response to staff concerns

following a series of incidents

following a major incident

Potential Hazards analysis

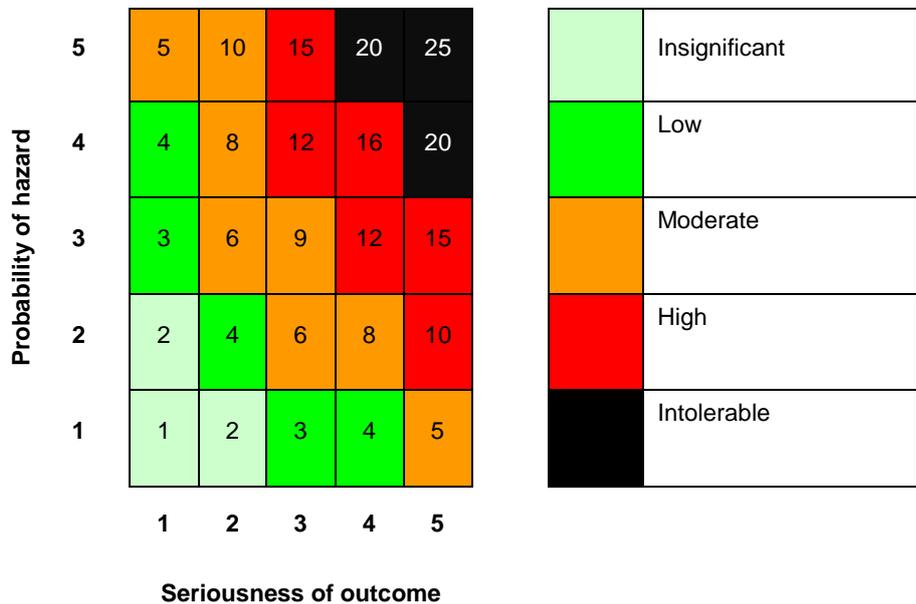
<i>Behaviour/ Hazard</i>	<i>Opinion (O) or Witnessed (W)</i>	<i>Reference documents that evidences the hazard</i>	<i>Seriousness of outcome (A)</i> 1- trivial injury/ illness to 5 - fatality	<i>Probability of hazard (B)</i> 1- improbable to 5 - almost certain	<i>Severity risk score (AxB)</i>	<i>Risk reduction plan needed</i>
Violence/ aggression to peers						
Violence/ aggression to adults						
Impulsive dangerous behaviour						
Self-harm						
Damage to property						
Harm from absconding						
Other						

If a score of 5 or more is reached, a risk reduction plan is required.

RISK RATING/LEVEL ESTIMATION GUIDANCE

Seriousness of outcome:		Probability of hazard:	
1	Foreseeable outcome is upset or disruption.	1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain.
2	Foreseeable outcome is harm necessitating first aid, and/or causing distress or minor damage.	2	The 'risk of harm' has occurred in the last 12 months, the context has changed to make a reoccurrence unlikely.
3	Foreseeable outcome is 3+ days lost time injury/illness.	3	There is an even chance of the 'risk of harm' returning.
4	Foreseeable outcome is hospitalisation, significant distress or extensive damage.	4	The 'risk of harm' is more likely than not to occur again.
5	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage.	5	The 'risk of harm' is persistent and constant.

Risk Level Matrix:



Behaviour Support/Positive Handling Plan

Section A:

Behaviours/Situations likely to result in ‘Physical Intervention’

What is the behaviour like?

When does it occur?

Where does it occur?

Section B: Strategies to be used (where possible) before Physical Intervention

GIVE TIME
GIVE SPACE
REASSURE/REMIND
TALK CALMLY
REMOVE STIMULUS
USE THE ENVIRONMENT TO MAINTAIN POSITIVE
PERSONAL SPACE
GIVE A COUNT
ALTERNATIVES/CONSEQUENCES
PRAISE PARTIAL COMPLIANCE
DISTRACTION

Section C:

Preferred Handling Strategies to be used:

Section D:

Debrief process required after Physical Intervention - e.g. space, talk through, time frames worked within etc.

Section E – Target Goals

Section F – Interventions

Completed by:

Young person's signature:

Head teacher/Behaviour Support Manager's signature:

Date completed:

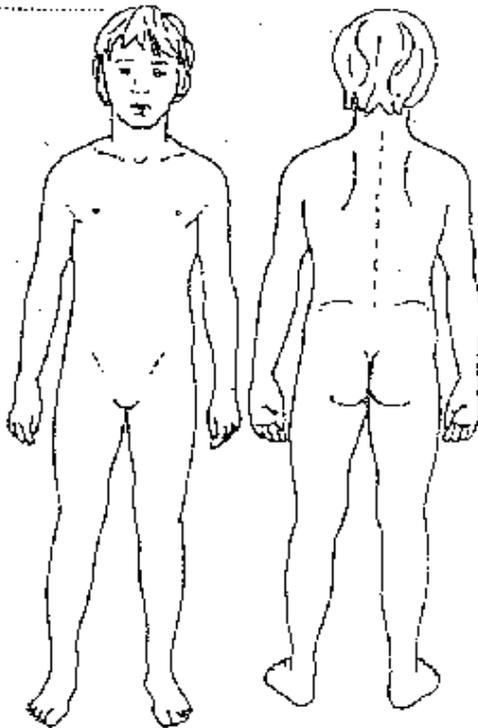
Date updated:

Annex 4

Reddish Hall School
Body Map

NAME

DATE



Please indicate injuries / marks observed and record explanation given by pupil (if any) entry on overleaf if necessary

Recorder's name and designation

Designated person's signature

Bodymap.rep

Annex 5

Public liability/employers liability: all employees

In brief the public liability/employers liability policy indemnifies all employees against claims from third parties or fellow employees. As long as each employee is working within the scope of their duties they cannot be personally responsible for any action of negligence. Acorn Care & Education will take over the defence of any action.

The key wording in this is 'working within the scope of their duties'. Therefore if those persons trained in the Management of Aggressive Behaviour are now deemed qualified by a nationally accredited organisation to train others, in this case TEAM-TEACH and this is a requirement of their normal duties, an indemnity will be provided in the event of a claim.

Public liability/employers liability: qualified trainers in the management of aggressive behaviour (TEAM-TEACH) employed by the school.

In brief the public liability/employers liability policy indemnifies all qualified trainers of TEAM-TEACH against claims from third parties or fellow employees. As long as each trainer is working within the scope of their duties they cannot be personally responsible for any action of negligence. Acorn Care & Education will take over the defence of any action.

The key wording in this is 'working within the scope of their duties'. Therefore if those persons trained as trainers in the Management of Aggressive Behaviour are now deemed qualified by a nationally accredited organisation to train others, in this case TEAM-TEACH, and this is a requirement of their normal duties, an indemnity will be provided in the event of a claim.

Annex 6

Reddish Hall School's response to the Covid 19 Pandemic as it relates to this policy

As per usual, physical intervention will only be used as a last resort. If a pupil's behaviour is escalating to the extent where an RPI is highly likely and de-escalation techniques are not working, parents/carers may be called to collect earlier and work will be provided to be carried out at home. When the pupil is next in school, intervention work will be put in place to support the pupil in displaying appropriate behaviour.

If a pupil displays anti-social behaviour, such as spitting or deliberate coughing, which may cause other people to feel uncomfortable then a bespoke plan will be put in place. This may involve working away from peers for a specified period of time.

It may be the case that a pupil struggles to manage their behaviour due to their difficulties being compounded by the unusual situation caused by Covid, and being educated on the school site becomes unsafe. At this point a risk assessment will be undertaken to identify whether it is safer for a child and others they come into contact with to access education at home remotely as opposed to on the school site.

The primary concern is keeping all people associated with school safe and it may be that bespoke arrangements have to be put into place to do this on a case by case basis.