

Policy and Procedure on

**Behavior Support for individuals with Social, Emotional and Mental Health (SEMH) needs**

Cambian Devon School

Policy Author / Reviewer	Steve O’Gara
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Contents

1. Monitoring and Review..... 1

2. Terminology ..... 2

3. Introduction ..... 2

4. Purpose ..... 3

5. Policy..... 3

6. Procedure..... 6

**1. Monitoring and Review**

**1.1.** The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than a year from the date of approval shown above,

Signed:



Andrew Sutherland – Managing Director  
On behalf of Proprietor, Cambian Group

## 2. Terminology

2.1. Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

<b>'Establishment' or 'Location'</b>	This is Cambian Devon School
<b>Individual</b>	means any individual or young person under the age of 18. At Devon School we have children and young people attending between the ages of 7 to 18.
<b>Service Head</b>	This is the senior person with overall responsibility for the school. This is the Headteacher
<b>Key Worker</b>	Members of staff that have special responsibility for Individuals attending the Establishment.
<b>Parent, Carer, Guardian</b>	means parent or person with Parental Responsibility
<b>Regulatory Authority</b>	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services- Ofsted
<b>Social Worker</b>	This means the worker allocated to the individual /family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
<b>Placing Authority</b>	Placing Authority means the local authority/agency responsible for placing the individual or commissioning the service
<b>Staff</b>	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.

## 3. Introduction

Cambian Devon School is an independent specialist provision that caters to **mixed gender individuals aged 7 to 18** with social, emotional and mental health (SEMH) difficulties as the main area of need. SEMH difficulties is an overarching term for individuals who demonstrate difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems.

They often show inappropriate responses and feelings to situations. They often have trouble building and maintaining relationship with peers and adults. Some typical characteristics of individuals in our school include disruptive, antisocial and uncooperative behaviours, temper tantrums, frustration, anger and verbal and physical threats/aggressions. These sometimes reflect underlying mental health difficulties such as anxiety and depression, self-injury, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other individuals may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.

Individuals in our school struggle to engage with learning and to cope without additional strategies and interventions. The individuals in our school need dependable, trusting and appropriate relationships in a nurturing environment that guide,

reward, motivate and inspire them. They require fair and consistent boundaries to help them engage appropriately with staff and peers and to make positive choices and become responsible citizens in the future.

The Independent School Standards, Regulations (2014) make it a legal requirement that a written policy to promote good behaviour is drawn up and effectively implemented which sets out disciplinary sanctions.

This policy was developed in consultation with staff, individuals and parents so that is clear, relevant and understood.

A copy of this policy is published on the school's website and is available in print from the school's office.

## 4. Purpose

In keeping with the aims of the school, through this behaviour policy we aim to

- Establish a set of values and standards underpinned by safeguarding that is fully embedded and demonstrated in our systems and approach across the school
- establish a safe, nurturing and stimulating climate in which young people and adults can interact and relate with high levels of mutual interest and respect;
- identify individuals needs and use both internal and external resources such as engagement with multi-agency working and assessment, to ensure all individuals in need or for those who display continuous disruptive behaviour receive appropriate support.
- encourage young people to positively manage their own behaviours and social and emotional difficulties;
- encourage all members of school to consider the feelings of others and treat all property with due care.
- provide good adult role models who communicate high expectation and motivate individuals to work hard and fulfil their potential.
- acknowledge and reinforce positive behaviours consistently using a reward system which includes points, praise, certificates.
- apply consequences in a fair, just and proportionate manner that promotes learning and self-regulation.
- deliver well planned, interesting and demanding lessons to support good discipline.

## 5. Policy

The behaviour support policy and procedures for individuals with social, emotional and mental difficulties communicate a set of shared values, principles and support underpinned by safeguarding that dictate how we operate in school. It further outlines roles and responsibilities as well as rewards and sanctions. The school aims to foster a pleasant and disciplined

environment. We want parents, carers, individuals and staff, placing authorities as well as governors to work in partnership with us to create this environment.

The key principles of this policy

- Clear focused school leadership supporting staff development, training and support
- Collaboration with all stakeholders including placing authorities, parents, carers, staff and individuals
- Clear structure with defined roles and responsibilities with high staffing ratio
- Personalised and evidence-based pupil support
- Consistent approaches and strategies to behaviour management including Trauma informed / Attachment aware approaches
- Rewards, intervention and sanctions

## Roles and responsibilities

### 5.1. The Role of Governors /Proprietor

The governing body **must** provide clear advice and guidance to the headteacher on which he/she can base the school behaviour policy. The proprietor /governors have a responsibility to ensure that

- the behaviour policy is drawn up and implemented in the school.
- consistent and high-quality programmes are delivered, both behavioural and academic, to meet each individual individual's needs and that all individuals are treated equally and fairly.
- the school establishes positive partnership with parents/carers and agencies and other stakeholders
- the school provides a secure base on which to build trusting and nurturing relationships in order that individuals may receive the differentiated emotional and social support they need to settle to learn.

### 5.2. The Role of the Headteacher and other school leaders

The Headteacher must

- review and update this behaviour policy and ensure it is fit for purpose and lead on all aspects of the policy.
- determine the detail of the standards of behaviour acceptable to the school by making the rules and the provision for enforcing them thereby maintaining the day-to-day discipline in the school
- proactively support the personal, social and emotional development of all individuals.
- make provision for continuous professional development of staff with reference to positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development and
- familiarise new staff members with the school's behaviour policy and guidelines for behaviour.
- implement detailed supporting documents and clear procedures for the behaviour system which enable staff to feel confident in dealing with behaviours accordingly, providing support to staff for challenging behaviours.
- Implement clear systems for recording and reporting all aspects of behaviours and incidents.
- Exercise oversight of behaviours in the school, ensuring incidents are accurately recorded, reviewed and signed off
- Analyse trends and patterns in behaviour data using information to inform interventions and action plans
- provide pastoral care for staff accused of misconduct. This should be dealt with in line with safeguarding and complaints policies

### 5.3. The Role of Staff:

All Staff are also responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. All Staff should:

- Ensure they are knowledgeable about the individuals' background, diagnoses, interest, presenting behaviours and social and emotional well-being, adapting techniques and strategies to meet needs

- have high expectations for individuals including a commitment to ensuring that they can achieve their full educational potential and display good behaviours and respect for other
- seek to establish fair, trusting, supportive and constructive relationships with individuals
- manage individuals' behaviour constructively by establishing and maintaining a clear and positive framework for discipline and apply rewards and consequences fairly and consistently in line with policy
- Be good role model demonstrating positive values and attitudes and adopting high standards of professional behaviour.
- communicate effectively with parents, colleagues and carers, conveying timely and relevant information about individual's attainment, objectives, progress and well-being;
- Provide opportunities to develop individuals' social, emotional and behavioural skills.
- Maintain a high level of vigilance in the learning environment to identify and manage risks thereby ensuring safeguarding is of the utmost priority.
- Keep accurate records relating to the observation, assessment and evaluation of presenting behaviours.
- (Teachers and instructors) ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

#### 5.4. The Role of Parents/Carers

Our school strongly encourages an ethos and culture whereby there is clear communication with parents and carers. By working collaboratively with parents, individuals receive consistent messages about how to behave at home and at school. We expect that parents/carers to

- Work in partnership with the School to fulfil its aims for their child/ren and support the School in implementing its behaviour policies and procedures. (for example the Policy on Bullying, Race Equality, mobile device and ICT/Internet Acceptable Use Policy).
- Support the School in insisting their child /ward abides by the School's Code of Behaviour for individuals. **Parents are expected to work jointly with the school to address recurring unacceptable behaviours, providing information to help us to understand the cause and respond appropriately.**
- Ensure regular and punctual attendance of their child/ren to School; notify the school of absences giving reasons and ensure that if their child is absent from school that they are not provided with alternate activities or allowed into the community during school time. Appointments such as dental visits should be made outside of school hours or term dates as far as possible.
- Make every effort to attend School for Mentoring Days, meetings, and appointments in relation to their child as appropriate.
- Make every effort to keep communication lines open with school (for example providing up to date contact information) informing the school of any relevant circumstances that may affect the behaviours of their child in school. **School will also report on the behaviour of individuals in school on a weekly basis and will inform immediately if we have concerns about their individual's welfare or behaviour.**
- Provide an appropriate environment at home and support for your individual to complete homework, coursework and do self-study.
- Report to reception on arrival at the school and may not wander around the school premises unaccompanied.
- Treat all staff with respect. Parents/carers should not vent personal vendettas against the school, nor should emails be circulated or placements made on social network sites that damage the reputation of the school/individuals/staff.
- Raise any concerns in line with Complaints policy and procedures.

#### 5.5. Working with Other Agencies

The school has good working relationship with the various local authorities linked to the individual individuals. We have strong links with outside agencies such as the local safeguarding board and police. We are building relationships with various

agencies within the community. In managing individuals' behaviour our school uses the support of other professionals such as occupational therapists, speech and language therapists, mental health practitioners and psychologists.

Multi agencies will be engaged in assessing and supporting where **individuals continue to display continuous disruptive behaviours.**

### 5.6. The Role of Individuals

Our school believes that all individuals have the right to develop to your full potential in every area of school life and to be treated fairly and with respect. All individuals will be made fully aware of the School's Behaviour policy, procedure and expectations.

We expect all individual to comply with school rules.

We expect all individuals to take responsibility for their behaviours, to ask for support when they are struggling to cope and to report any incidents of disruption, violence, bullying and any forms of harassment and they will be support to do so where this is difficult.

## 6. Procedure.

### Personalisation.

The individual is at the center of everything that we do. Our staff are aware and recognise that all individuals have different needs and may be affected by external factors such as change in health, bereavement, social care, family issues, major news stories and staff should adapt their approach to deal with these events. The management of young people's behaviour will always require personalised approaches; these will help to reduce anxiety and distraction, enhance motivation, confidence and self-esteem, improve concentration and facilitate independence.

All individuals in your school will have an **Individual Risk Assessment (IRA)** and **Behaviour Support plan (BSP)** which are reviewed regularly and following serious incidents. School should ensure that all individuals read and understand that individual Behaviour Support plans (BSP) and are encouraged to participate and contribute to the planning process. The Behaviour support Plan includes information about:

- how the environment needs to be managed to support the young person;
- the skills the person needs to be taught to enable him or her to behave in a more positive way;
- strategies for managing inappropriate behaviour when it occurs including proactive, active and reactive phases;
- any rewards to be used and any actions which should not be carried out during a particular phase;
- points to be considered and relevant strategies to be used in order to prevent potential relapse of the behaviour.

**Individual journey with us:** We will capture the journey that each of young people progress through during their time with us in various ways including case studies. At **Cambian Devon School**, we recognise that an individual journey goes through three main phases –stabilisation, strengthening and transition and strategies are tailored to support the individual in each phase.

**The outcomes:** What we expect young people to achieve and develop while they are with us and so we use various tools to measure these achievements. This enables us to quantify progress from baselines, we use the QCA behaviour scale as well as the Emotional Literacy Tool

All staff will model enjoyment in learning with the individual and design worthwhile activities that make success more likely. We will promote genuine pleasure in both personal achievement and the achievement of others

## Positive Behaviour Support

**Supporting SEMH students:** We understand all behaviours are a form of communication. Individual behaviour may be a response a number of factors such as stress, boredom, disappointment. We will always try to understand behaviour and offer support individual's emotional wellbeing. We also acknowledge that individuals in our setting push boundaries in a number of

ways. Our key focus is to get individuals to learn from their mistakes, to make positive choices and understand the impact their behaviour may have on others.

**Nurturing Environment:** The school environment communicates the ethos of the school. It impacts on the behaviour of individuals and helps them to feel safe and valued. It is the responsibility of all to ensure that the school environment is maintained to highest standard of health and safety and kept in good decorative order. Classrooms are kept neat and tidy with careful thought given to layout and seating plans. Individual work will be displayed as appropriate. Damages should be rectified and graffiti should be removed as soon as possible. Staff will ensure that structure and routines of the day are clearly communicated, embedded and are adhered to in order to promote an undisturbed, supportive and purposeful atmosphere. Individuals should be supervised in all areas of the school and at break and lunch times.

**Managing transitions:** The staff and management at the school are very aware that it can be quite difficult for young people to transition into a new environment. We therefore work collaboratively with the parents and professionals to plan this thoroughly to ensure that individuals feel safe and comfortable as they ease into the school environment. Staff in school will meet individuals as part of the assessment process. For some individuals, it may be necessary to build up a full timetable. Where necessary we support individuals on a one to one basis whilst they adjust to the school environment and the expectations. When necessary, we will provide outreach education for those young people that are not well enough come into school. We carry out an induction for all new individuals as they join the school.

Staff must also be proactive in planning for and managing transition points during a school day such as beginning of the day, after break and lunch time. Return from home leave and from school holidays can be particularly difficult as individuals may need to re-adjust to school routines and expectations and careful planning should be put in place to support this. Individuals will be supported to move between key stages. Where a young person is leaving us in Key Stage 4 to post 16 education, this is carefully managed and supported.

**Promoting readiness to learn:** The school recognises that we cannot teach effectively and individuals cannot learn effectively without securing and optimising their readiness for learning. We will actively seek information regarding the physical and emotional well-being of all individuals from individuals' records, handover information, speaking with parents/carers and individuals themselves.

Staff will model readiness for learning by being punctual and prepared for each session. Staff greet individual as they enter school or classroom and inquire about their wellbeing.

*Physical readiness* We will be aware of whether individuals are well fed, adequately hydrated and are practising good sleep hygiene. We will also be aware that individuals are compliant with their medication as appropriate as this may impact on behaviour and learning. Rest breaks are built into the day for all individuals. Individual may also use timeout breaks as agreed on an individual basis in order to increase learning efficiency. We seek and use advice to help us provide for individuals who have medical conditions that may affect their learning, behaviour or concentration. If an individual is deemed not to be physically ready for learning then we will take measures to improve this during the school day or decide for the individual to be sent home or work in alternate setting.

*Emotional readiness and Well-being* We will ensure individuals feel safe from physical/emotional threats and we will support them to voice concerns to staff. School allows this in a variety of ways including keyworking sessions, surveys, Mind of My Own, assembly and pupil review meetings. We will use strategies in individual education Plans (IEP) and Behaviour Support Plans (BSP) as well as information from the pastoral team to help individual manage their anxieties, frustration and ensuing behaviours in the classroom. Staff will ensure there are sensory objects in each teaching space. Additionally, we will ensure that:

- positive self-esteem is encouraged along with concern for the well-being of others;
- school expectations stated positively, are understood and applied consistently;
- the attitudes and values with reference to Spiritual, Moral, Social Education (SMSC) and Personal Social Health and Economic Education (PSHEE) lessons permeate the school day;
- high expectations, both in work and in play, create a positive attitude to learning for life;
- all have a right to attend school without the fear of being bullied;
- praise, rather than blame, is the norm;

## Communicating high expectations

**School Expectations/ Rules:** Our Cambian Devon School our school rules are based on our school values, they underpin everything that we do and are displayed, communicated and used to encourage good behaviours.

In this school, the rules are

- To be **Respectful**
- To be **Resilient**
- To be **Responsible**
- To be **Honest**
- To act with **Kindness**

**Setting Individual targets:** All students have a termly personal development and learning target. These are in students learning journals and shared with students through key worker sessions. Some students require additional shorter term behavioural targets to support their behaviour in school, these students have a target smasher that sets out up to 3 clear positively worded targets for them, these are then annotated with a RAG rating by staff each lesson.

### Positive conversations

The eminent psychiatrist John H Reitmann once said that *"It takes an average person almost twice as long to understand a sentence that uses a negative approach than it does to understand a positive sentence"*.

In our communication with individuals, we will adopt positive language, recognizing that words are the most powerful tools that we have to manage behaviours. One way for staff to harness the power of their language is to pay attention to the "3 Rs"—reinforcing language, reminding language, and redirecting language—that are part of the *Responsive Classroom* approach to teacher language.

**Reinforcing:** It's vital for teachers to see and name what individuals are doing well, and reinforcing language allows us to do that. It highlights individuals' skills, positive efforts and attitudes, and quality work so that they know what to stand on as they reach for the next higher rung in their learning to encourage individuals to continue the behaviour

**Reminding:** Just as we all need reminders to stay organized in our everyday lives, individual in our school need reminders in school to keep their work and behaviour on track. By using reminding language before individuals start a possibly challenging task, or right when they start to make a mistake, teachers help them stay on task, organized, responsible, and safe. This essentially guides individuals back to the expected behaviour when the expectation has been clearly established previously.

**Redirecting:** When individuals are doing something harmful to themselves or others, are too far into a mistake to correct themselves, or are too emotional to think reasonably about what they are supposed to be doing, staff will redirect them with clear words in an effort to apply external control to direct individual to safe and productive more quickly when their self-control is failing them. As with reminding language, it is important to be brief and to use a neutral tone and neutral body language when giving a redirection.

## Reinforcing positive behaviours

Throughout the school, good behaviour is promoted at all times. Our School believes that it is important to identify, acknowledge and reward those who demonstrate a high level of co-operation and good behaviours. We endeavour to raise individuals' self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise individuals and, where appropriate, reward them for good behaviour and good work. Care should be taken to affirm individuals who are "always good" so that consistent efforts go unmentioned or unrewarded. *Our rewards policy supports the belief that all members of the school have the right to be treated with fairness, honestly and respect and therefore to act with such. It seeks to recognise and reward individuals who demonstrate this sense of responsibility.*

Practical praising strategies with specific reference to SEMH:

- Praise what the individual has done rather than the individual himself



- Be specific with praise – focus on what has actually been achieved (work, behaviour)
- Avoid competition/comparisons with others
- Understand how individuals like to be praised

Praise and rewards may take different forms such as:

- Teachers congratulate individuals;
- Recognition of personal qualities by peer group through the election to School Council etc.
- Staff are encouraged to show outstanding pieces of work to parents and other stakeholders
- Displaying good work around the School.
- Points System
- Certificates, Awards and Prizes
- Public/private acknowledgement
- Reward trips/activities
- Golden Moments

**Points system.** We operate a rewards points system that is based on acknowledging and reinforcing positive behaviours. In each lesson a maximum of three points are awarded for being completing the work set, being in the right place and being respectful. These points are recorded on individual points sheets and collated centrally. Staff may also award 'Golden Moments' for exemplary behaviours and achievements. The points are accumulated and can be 'cashed in' for tangibles at an agreed time. Students who achieve 70% of their half termly point also can attend a reward celebration or activity.

## Managing incidents

**Absonding** Every effort is made to encourage students to remain in school and to deal with any problems they may be experiencing. However, should an individual leave the school buildings or grounds without permission, the following procedure is adopted.

- Staff will follow the pupil to the perimeter fence or gate using known strategies from the pupil's Behaviour Support Plan to encourage the pupil to stay in school.
- If a pupil is deemed to be a high risk to themselves or others, staff will adhere to the Physical Intervention Policy with reference to holding the pupil if appropriate.

If the pupil has left the immediate vicinity of the school or designated location:

- The school office and SLT will be informed immediately and a safeguarding lead will determine the course of action.
- At all times, staff will be mindful that active pursuit may encourage the pupil to leave the immediate vicinity of the school and may also cause the pupil to panic, possibly putting him or her at risk by running onto a busy road, for example.
- SLT will inform the pupil's parents/carers and the police (on 101) within 10 minutes of the incident; providing the police with a description of the pupil, along with information relating to additional needs and/or medical conditions.
- Parents/carers or an approved adult will be required to make their way to the last known location to support the pupil and liaise with the police.
- If a pupil is on a Child Protection Plan or Looked After Child, SLT will also inform the allocated Social Care Team and/or Head of Virtual School.
- Upon his/her return to school, the pupil must be accompanied by a parent/carer to meet with SLT so that the incident may be discussed in detail. At this point a decision will be made as to the appropriateness of further actions.

**Personal items** such as jewellery, games, iPad such not be brought to school as the school cannot bear responsibility for any loss or damage. The uses of mobile phone are not permitted in school; where an individual brings in a mobile phone, this should be handed to staff at the beginning of the day.

**Banned items** include weapons, knives, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic materials or images. The school has the power to search for prohibited items without consent and to confiscate, retain or dispose of as is reasonable under the circumstance. The law protects from liability for damage to, loss of any confiscated items removed lawfully. Weapons and knives and extreme or child pornography will be handed over to the police.

**Bullying** – Our school adopts a proactive approach to bullying and ensure that all incidents of bullying is taken seriously and logged and dealt with in line with our Antibullying Policy and Safeguarding procedures. Support will be provided for both

victim and perpetrators. At Devon School, we have a Bullying consequence chain which is displayed around the school to ensure students are familiar with the consequences for this behaviour (Appendix C)

**Harmful behaviours**— Any behaviour which comprises safety of others is considered harmful. There may be times when despite all measures taken, someone is harmed. The school will ensure that this individual or staff is fully supported. We will ensure that they are physically safe and protected, offered first aid and medical treatment if required and given reassurance. The School will also consider whether there is need for police involvement. After any such incident we will ensure individual have an opportunity to talk to a trusted person.

**Damage**— Any behaviour which results in preventable damage to the school due to the actions of a student, this can include the school building, displays, school or personal property. Camian Devon School have a consequence chain that is displayed around the school to support students to understand the consequences of causing damage (Appendix D)

**Post incident** Following any incident, staff is to meet with individuals after they have returned to baseline to discuss the behaviour. Where physical intervention was necessary, a debrief is to be conducted with the young person preferably by the staff involved.

### Recording incidents

In our school we adopt clear process and system to record incidents that occur. All incidents, accidents and restrictive physical interventions are logged by staff on Behaviour Watch. Headteacher or designated person(s) review all incidents and use the information to influence and review the school's practice.

## Consequences and sanctions

**Interventions** When an individual begins to display negative behaviours, intervention strategies will be used to get the individual to refrain. This includes redirection, reminders, and various de-escalation techniques as are appropriate for the individual.

**Consequences & Sanctions:** Where necessary, clear and consistent consequences will be calmly and systematically applied. We use a range of consequences however will always try and link these to the behaviour we are trying to address. Individuals will be actively involved in identifying some of the behaviours they wish to change and receive informal feedback on a daily basis and formal feedback through daily tutorials. Where consequences are applied, they may include *time to reflect, completing unfinished tasks, activity ban for specified period loss of points, verbal reprimand, activity ban, reparation payments, internal exclusions and detentions.*

**Internal Exclusions:** Internal exclusions are a consequence used at the discretion of the school and do not qualify as legal or formal exclusion. Internal Exclusion is used to prevent pupils from engaging with the school community but without this impacting on their academic learning for a fixed period of time. At Cambian Devon School, we conduct our Internal Exclusions at an offsite location 1:1 with a member of school staff, the day after the behavioural incident occurred. The aim of the session is to give the student a chance to reflect on their behaviour and work with staff to complete a restorative justice session, facilitating reflection by the pupil on the behaviour that led to their removal and what they can do to improve and avoid such behaviour in the future. Students will also be completing their academic work. Internal exclusions are put in place as a consequence in order to:

- maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- allow the pupil to regain calm in a safe space.

**Re-engagement:** Re-engagement sessions are a consequence used at the discretion of the school and do not qualify as legal or formal exclusions. Re-engagement is used to prevent pupils from engaging with the school community but without this impacting on their academic learning for a fixed period of time. At Cambian Devon School, we conduct our re-engagement sessions at an offsite location 1:1 with a member of school staff, the day after the behavioural incident occurred. The aim of the session is to give the student a chance to reflect on their behaviour and work with staff to complete a restorative justice session, facilitating reflection by the pupil on the behaviour that led to their removal and what they can do to improve and avoid such behaviour in the future. Students will also be completing their academic work. A positive re-engagement session

must be completed before the student returns to the school site. Re-engagement sessions are put in place as a consequence in order to:

- maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- allow the pupil to regain calm in a safe space.

**Exclusions:** The decision to exclude an individual either for a fixed term or on a permanent basis is serious and will only be considered as the final step after a range of strategies that have been unsuccessful. Our preference is always to work with parents/carers and the placing authorities to devise strategies to prevent placement break down. If an individual is given fixed term exclusion, work will be provided where possible for them to complete in the home during their absence from school. Following an external exclusion, parents and carers will be required to attend a re-integration meeting with the student and SLT, to review the incident and establish a positive way forward. In such circumstances in which the placement can no longer meet the need, we aim to work with all parties to support a transition to another placement. This action is only taken in exceptional, extreme or unforeseen circumstances where other individuals /staff are at risk of serious harm. Refer to our Exclusion Policy for further details.

#### **Positive Handling /Physical intervention:**

Sections 550A of the 1966 Education Act gives teachers, and other persons who are authorised to have control or charge of students the power to use reasonable force in all the circumstances to prevent a student from doing, or continuing to do any of the following:-

- Committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility)
- Injuring themselves or others
- Causing damage to property (including the student's own property).
- Engaging in any behaviour prejudicial to maintaining a good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

The purpose of physical intervention is to take immediate control of a dangerous situation, in order to end or significantly reduce the risk of harm to the person and others around them.

Physical intervention involves some form of physical contact and application of force to guide, restrict or prevent movement. This can include touching, guiding or escorting all the way up to holding and restrictive physical intervention

As a last resort, restrictive physical intervention may be required to keep a young person safe or to prevent serious harm to people, serious unrest or damage to property. At all times physical intervention is used as an act of care and not punishment. Our staff are fully trained and certificated in MAPA, in line with the BILD Code of Practice. This helps staff to deal with aggression in a calm way that keeps everyone safe. All incidents of Positive handling or Restrictive Physical Intervention (RPI) will be recorded on the Incident Report Sheet and will be reviewed by Headteacher or nominated individual.

**Reparation** - It may be appropriate for an individual to do a specific task in order to make amends for the situation caused, or damage done. This will be decided in the light of the situation and it must be fair. It is important for most individuals that they feel they have 'made up' for the problems they have caused.

**Students' conduct outside the school gates** Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

**Restorative practice.** Where appropriate the school will always seek to use restorative approaches to support relationship building between peers and individual and staff and as a planned approach to behaviour difficulties. A restorative approach may include having a 'restorative conversation'. These conversations may happen during the school day and practitioners

will use restorative language and questions to allow children and young people to understand the impact of their behaviours. This may also be used after an incident and during a re-integration meeting following an exclusion.

### Prohibited sanctions

- *Corporal Punishment*: This covers any intentional application of force as punishment including slapping, throwing missiles and rough handling. It also includes punching or pushing in the heat of the moment in response to violence from a student.
- *The Use or the Withholding of Medication or Medical or Dental Treatment*: This is unacceptable in all situations, whether it is a punishment or a measure to control a student.
- *The Use of Accommodation to Physically Restrict the Liberty of a Student*: There are no rooms at the school within which a student can be locked. All doors, including external doors, open from the inside. There may be exceptional circumstances when a student may be prevented from leaving a room if it is judged that they or another person would be a considerable risk of harm if they were to leave. A situation such as this could result in the police being called to assist.

*Deprivation of Food & Drink*: This means denying a young person access to the normal amounts and range of food that is available to all students within the school.

*Intimate physical searches* - Any such searches are never appropriate. However, a student's clothing may be searched if it is believed that he/she is concealing any object that may cause harm to themselves or others, e.g., a weapon. A student may be requested to turn out his/her pockets. Should this be refused, this is dealt with in the normal disciplinary procedure as a failure to comply with a reasonable request. If it is suspected that a student is concealing drugs then the police should be notified.

## 7. Standard Forms, Letters and Relevant Documents

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 paragraph 24 (3) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Equality Act (2010), Education Act (2011)
- DfE Guidance (2014) *Behaviour and Discipline in Schools, A guide for Head Teachers and School Staff* (DfE Website – www.education.gov.uk) including *Getting the Simple Things Right*, Charlie Taylor's Behaviour Checklist (DfE 2011) and non-statutory advice 'Behaviour and Discipline in schools' (2014), searching : screening and confiscation( Fee 2018) Positive environment in which Children can flourish (Ofsted 2018, updated 2021) Reducing the need to restraint and restrictive intervention (DfE,2019)
- *Use of Reasonable Force. Advice for Headteachers, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.

### Related Documents:

- Policy and Procedure on Physical Intervention – PILLARS
- Anti-bullying Policy and Procedures; Safeguarding Children - Child Protection Policy and Procedures;
- Exclusions Policy;
- Physical Intervention – Use of Reasonable Force, and Supervision of Individuals Policy.
- Physical Intervention – Use of Reasonable Force,
- Spiritual, Moral, Social and Cultural policy (SMSC) including Personal, Social, Health and Economic (PSHE) education
- Care and Control Policy
- Behaviour Support Policy
- Appendix A: Behaviour intervention and Sanctions
- Appendix B: Encouraging Positive Behaviour
- Appendix C: Bullying Consequence Chain
- Appendix D: Damage Consequence Chain

## 8. APPENDIX A: BEHAVIOUR INTERVENTION AND SANCTIONS

<b>Level 1 Behaviours</b>		
behaviours that are 'containable issues' that can be dealt with by independent action from staff		
<p><b>Examples are</b></p> <p>Swearing; teasing; shouting; Initial refusal to complete request. Speaking out of turn in class First time late to lessons Inappropriate attire Minimal effort in lessons Repeated low level disruption Regular lack of effort in class Failure to do homework Inappropriate behaviour at lunchtime Repeated lateness to lessons Unauthorized use of equipment/ devices</p> <p>At this level staff should always aim for <b>positive solution</b>. Behaviour at this level would be reflected in the points system (points sheet) and could be discussed by staff during handover and/or at the end of the day. If there is a positive solution there is no need to complete incident report sheet.</p>	<p><b>Intervention</b></p> <p>Offered sensory stimulus redirected to different task/ activity Planned ignore Use of timeout / sensory break breaks Set positive target for next lesson Offer choice to individual "either...or....." (i.e. individual owns behaviour) Plan of behaviour intervention strategies Consider appropriateness of lesson tasks/ activities. Consider appropriateness of learning style Discuss successful strategies with keyworker Peer mentoring / Peer mediation Verbally acknowledge when individual has adjusted behaviour. Discussion between class teacher &amp; individual Diagnostic interview with individual about problem Individual to think of ways to modify behaviour</p>	<p><b>Suggested Consequences:</b></p> <p>Verbal disapproval Points not earned Move seats within class Task completion in supported study Written apology Non-confrontational verbal reprimand Rule/ expectation reminder</p>
<b>Level 2 Behaviours</b>		
Are behaviours that warrant a more 'official' or 'formal' intervention and possibly involvement of another member of staff to support carrying out consequence – does not mean you are passing it on.		
<p><b>Examples are</b></p> <p>Throwing objects Some threats of violence Verbal aggression Refusal to complete tasks Repeated level 1 behaviours Persistent and/or serious lesson disruption preventing learning Deliberate defiance/lack of respect Internal truancy Leaving the premises without permission Inappropriate language towards other</p>	<p><b>Intervention</b></p> <p>Involvement of chosen member of staff 1:1 discussion with individual Telephone call to parents/carers informing of behaviours and ask home to speak with individual about the issue. Withdrawal from lesson/ activity Review strategies in BSP Additional support in lesson Isolate the behaviour Allocate mentor for 1:1 discussions/input Individual made aware that record of incident will be kept and shared</p>	<p><b>Suggested Consequences</b></p> <p>Daily meeting with tutor for specified period. Individual required to make amends Contact with carers. Task completion supported study Internal exclusion Ring parents/carers and invite into school for meeting with relevant staff</p>

<p>individuals Graffiti or vandalism Smoking during lesson time Intimidating behaviours towards peer</p> <p>Behaviour at this level will require behaviour to be recorded on Behaviour Watch report to be completed.</p>	<p>Individual made aware that the head teacher and keyworker will be informed and that carers/parents may be informed Possible LA involvement – social worker</p>	
<p><b>Level 3 Behaviours</b> Behaviour that requires involvement from the Senior Leadership Team to support carrying out consequences.</p>		
<p><b>Level 3 Behaviours</b> Inappropriate /anti-social behaviours are now present. Individual has not responded to consequences from Levels 1 and 2 and persistent Level 2 behaviour(s). <b>Examples are</b> Deliberate disruption which may include absconding Physical attack Serious damage to property Racism Bullying Smoking on the school site Frequent refusal to abide by the Behaviour policy Continued serious disturbance Theft Fighting Discriminatory behaviour as defined by the Equality legislation e.g., racist Assaulting another individual Swearing at or intimidating a member of staff Possession of alcohol/weapon/drugs Persistent refusal to abide by the Behaviour Policy and previous sanctions.</p> <p>Level 3 behaviours must be supported by detailed incident report along with any other relevant reports such as Restrictive Physical Intervention (RPI) and accident reports.</p>	<p><b>Intervention</b> Parents/carers meet with appropriate staff Negotiate timetable adjustments Review IEP and BSP Daily report to Senior leadership team member Involvement of Local Authority – Social worker/police Raise concerns at clinical level – e.g. possible Psych involvement Negotiate behaviour support plan with individual and parents. Behaviour modification/external agency involvement Career Advisor referral Explore alternative provisions Refer to Equalities Policy Use of Restrictive Physical Intervention.</p>	<p><b>Suggested Consequences:</b> All staff are responsible for contacting home/ education staff about the incident and keeping them informed Strategy meeting of all relevant staff may occur with action plan Individual put on Monitoring Report Restricted activities Loss of privileges Formal involvement of SLT Contact with carers and meeting if appropriate. Internal exclusion Withdrawal from course/activity Internal isolation (two days or more) Information added to school file Withdrawal from lessons for extended period Same day detention Fixed term exclusion Police involvement Restorative work /Restitution Behavioural Target: Target Smasher</p>
<p><b>Level 4 Behaviours</b> Behaviour that will result in the stability of the placement being reviewed.</p>		
<p><b>Level 4 Behaviours</b> Behaviours that are not manageable within the school environment. Serious incident that will lead to outside agency involvement Head involved due to consistently serious anti-social/ inappropriate behaviour from individual Serious physical attack on individual or staff Under the influence of illegal substances Violence towards member of staff Drug dealing Use of weapon Repeated level 1-3 behaviour with refusal to abide by the behaviour policy and comply with sanctions.</p>	<p><b>Intervention</b> Parental meeting with Head and/or Deputy Head Risk of fixed term exclusion made clear to individual/carer/parent Review of student documentation: student passport, EHCP, IRA and BSP Daily report to Head or Deputy Head Involvement of Police Possible Ed Psych involvement Referral to – involve external agencies – e.g., drug agency Explore alternative provision</p> <p><b>The key worker of the individual must be kept informed and involved.</b></p>	<p><b>Suggested Consequences:</b> A Focus meeting must take place involving all relevant professionals Referred for formal meeting with Head or SLT Behaviour contract, if considered to be appropriate and likely to be effective On report to Head or SLT– daily basis (a.m. / p.m.) Meeting with carer, individual/LA and Head if appropriate Potential for permanent exclusion made clear to individual/ carer. Police involvement Further Fixed Term exclusion Permanent exclusion</p>

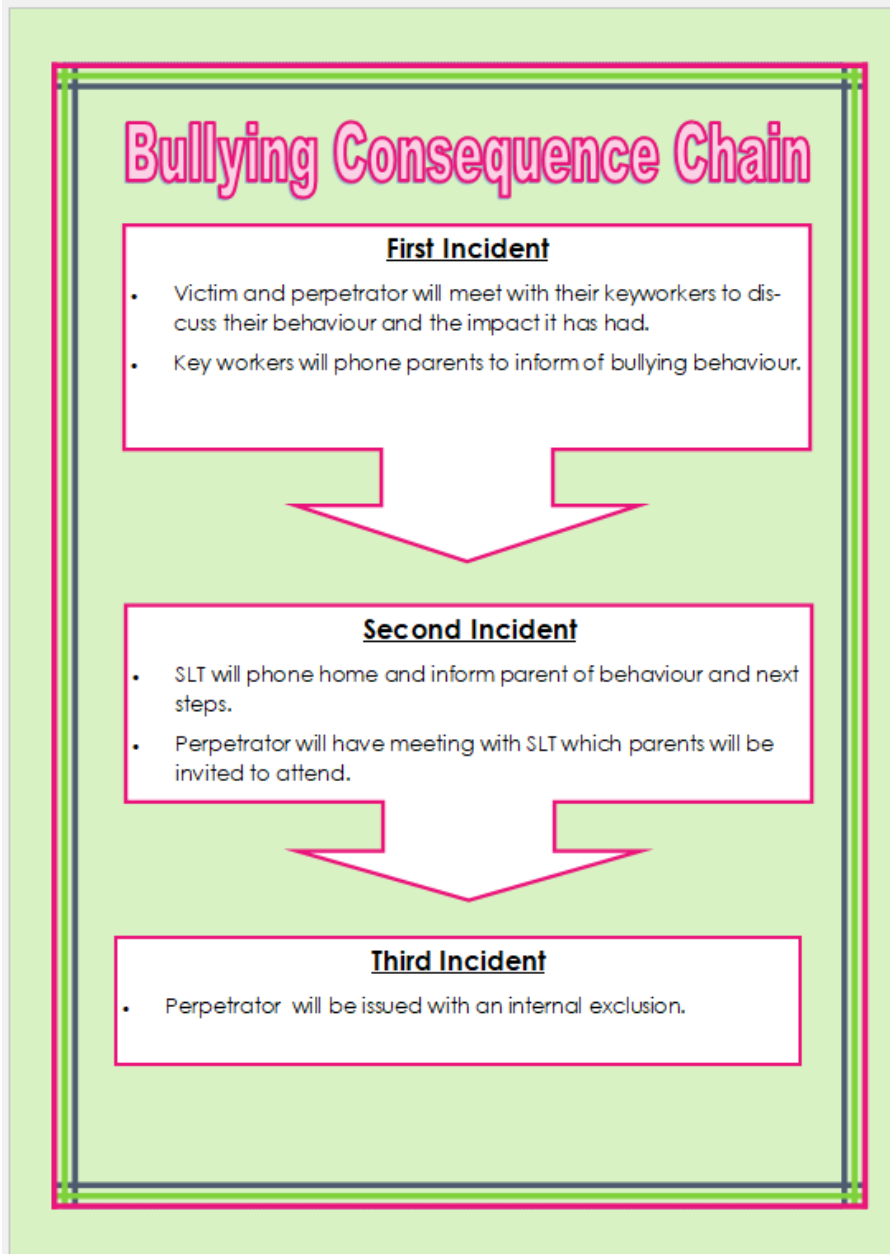
<p>Level 4 behaviours must be supported by detailed incident report along with any other relevant reports such as Restrictive Physical Intervention (RPI) and accident reports.</p>		
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## 9. Appendix B: Encouraging Positive Behaviours

<ul style="list-style-type: none"> <li>• <b>SUGGESTED LANGUAGE</b></li> <li>• <i>When</i> you have done ..... you will have / be able to.....” <u>Not</u> “<i>If</i> you do ....., you will have / be able to”</li> <li>• <b>Reflective Exercise:</b></li> <li>• Therapeutic crisis intervention individual debrief which is part of the incident report.</li> <li>• The individual is encouraged / required to reflect on their behaviour.</li> <li>• The aim of a ‘reflection’ is to diminish the possibility of a recurrence of the behaviour and support the individual in aiming for a positive outcome, for example learning a new coping strategy that is pro-social.</li> <li>• This will involve 1:1 time with the staff member where the behaviour occurred, together with additional staff if appropriate at the time</li> <li>• The discussion should take place as soon as reasonable after the inappropriate/anti-social behaviour occurs</li> <li>• The discussion would be better taking place in the individual’s own time (i.e., break or lunchtime) rather than in front of the ‘audience’ of the class group – although realistically this might not always be possible, there should be good reasons why the discussion took place in the lesson rather than ‘a quick word’ during lunch break etc</li> <li>• The discussion should only take place if there is the realistic possibility of ‘private’ time for both individual and staff member – allowing time and ‘space’ for discussion of what might have triggered the behaviour.</li> <li>• Time taken to discuss and reflect on the behaviour should aim for a positive outcome (e.g. alternative strategies for dealing with the situation that triggered behaviour, discussion of particular anxieties that triggered the behaviour, possible difficulties with work and/or resources, possible difficulties with other individuals in the group)</li> <li>• A debrief or meeting sheet should be kept with a copy of the incident report.</li> <li>• It is imperative that ‘visual conversation’ techniques are used to assist the individual to process the information if this is required to support understanding.</li> <li>• A plan is put in place with the individual as the result of this exercise.</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Suggested Strategies to support individuals modify their behaviour</b></li> <li>• When it does not significantly affect classroom rights, it is best to ignore petty, attention-seeking behaviour.</li> <li>• If a right to teach, learn or be safe is being significantly infringed, remind the individual of the classroom rule e.g., “Jim, you know our rule for..... Please use it.”</li> <li>• Direct the individual to appropriate behaviour.</li> <li>• If an individual is ever disruptive during the on-task phase of the lesson, it may be appropriate to direct him/her aside and ask what he or she is doing.</li> <li>• Remain calm, in general speak quietly and use appropriate assertion. Arguing and anger do not convince.</li> <li>• Focus clearly on the behaviour which is affecting due rights and the relevant rule or right infringed.</li> <li>• Expect individuals to comply.</li> <li>• Avoid asking “Why?” questions. (Save these for discussion away from the group). Use “What?” questions instead. Ask ‘What happened?’.</li> <li>• avoid attending to the argumentative or procrastinating secondary behaviours (pouting, arms folded and turning away, etc.</li> </ul>		

## 10. Appendix C: Bullying Consequence Chain





### 11.Appendix D: Damage Consequence Chain

# Damage Consequence Chain

## Low Level

### Does not require maintenance

- You will donate 15 Positive Points.
- Key worker will phone parents to inform them of the damage.
- You can earn back 3 points at break and 3 points at lunchtime if you help to repair the damage you have made.

## High Level

### Requires maintenance or replacement

- You will donate between 30 and 75 Positive Points depending on severity.
- You will get an internal exclusion or a meeting with SLT and parents.

Photos will be taken of any damage you have caused. These will be shown to your parents and kept on your record.