

Small Haven School Behaviour & Discipline Policy

Date	Review Date	Coordinator	Nominated Director
21/08/17	01/08/18	Principal Head	Director of Education

'Any behaviour policy will only be as effective as the work of the staff who put it into practice'. As the Elton Report (1989) comments; 'there are no simple remedies. It is the totality of responses the child receives and the quality of teaching and environment that will ultimately affect their behaviour for good or ill. So any policy has to be applied with humanity, sensitivity and consistency'.

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INTRODUCTION:

The Communicative Function of Behaviour;

Behaviour management and the promotion of positive behaviour do not constitute a discrete, separate element of life at Small Haven School. We believe that all presenting behaviours, whether belonging to students or staff, are communications and as such efforts should be made to understand and respond appropriately to them. We embrace the view that most, if not all, behaviour is fundamentally good in intention - designed to safeguard the physical and/or emotional survival needs of the individual/s concerned. Poor behaviour therefore represents the expression of legitimate needs, albeit inappropriately expressed. For example a need to belong, to think of one-self as loveable and to have self-worth are experienced in school situations as the need for:

- Attention;
- Justice/reparation;
- Power & control (issues of choice/task avoidance);
- Acceptance and affiliation (friendships and companions);
- Access to tangible resources;
- Stimulation (avoidance of boredom)
- Expression of self.

Emotional Objectivity:

Behaviours represent responses to experiences; these experiences generate emotions which in turn drive the presenting behaviours. All too easily student behaviour can be misconstrued by educators as deliberate attempts to 'wind' them up and therefore personal. The reality is somewhat less straightforward though often linked to how students perceive themselves to be perceived and subsequently treated by educators. Educators need therefore to maintain an emotional distance between themselves and classroom events and constantly evaluate their responses to them. It is our collective task to better understand the 'behaviour as communication' process to ensure where necessary that the most appropriate means of communicating need is simultaneously promoted and/or directly taught.

'Social and emotional behaviour is a function of the interaction between the context and what the individual brings into that context'

Faupel et al

'.....many of the problems of control that arise in the classroom are a direct consequence of the way in which the teacher acts (or reacts) toward the children concerned So the teacher must examine closely what is really going on in the interaction that is taking place, and by understanding its nature modify personal responses as necessary' **Tim Brighouse**

All school staff are encouraged and supported to better understand student communications and the relationship between responses given and the behaviours they elicit. As educators we need to recognise that we cannot ever hope to effectively control children's behaviour. This recognition will allow us to focus our energies upon the more achievable task of positively influencing and inspiring students toward more appropriate behaviour, directly teaching replacement behaviours, coping strategies and thereby proactively eradicating attainment limiting factors that are open to their influence.

'The only thing that educators have real control over is themselves. The way they approach and deal with children, the way they respond to their behaviour, the way they speak, the way they look, the way they arrange and organise their room together with the way they present the work set them is all under their control'

Rob Plevin

This wisdom is most succinctly expressed in the words of Gandhi who stated that *'In order to see a change in the world we must first change ourselves'*

Ghandi

SHARED VALUES & BELIEFS:

The principles described above provide the basis of reasoning for all our actions pertaining to the management of student behaviour and inform the content, application and on-going development of our behaviour and policy. We endeavour to create an environment where all students can be effectively supported towards to academic, social, emotional attainment by adults equipped to developing positive working relationships with students. Relationships through which to guide, inspire and influence them toward personal success. The values characteristic of our approach to working with students and each other can be expressed within the following framework of rights:

We believe in the right of all school community members:

- To feel physically and emotionally safe;
- To learn and develop to the best of their ability;
- To be respected and valued as an individual;;
- To a learning environment where tolerance, fairness and courtesyprevail;
- To express their views, be listened to and consulted;
- To clear and consistently applied expectations and boundaries;
- To learn from our mistakes through opportunities to discuss them;
- To accept responsibility for their own behaviour and make amends;

AIMS OF SCHOOL COMMUNITY:

- To create a caring, orderly and stimulating atmosphere of belonging in the school that positively promotes learning and a sense of belonging;
- To achieve a consistency of attitude and response from all adults which engenders a sense of security and safety;

- To promote in all students a sense of self-awareness, self-regulation, self-calming and the ability to take responsibility for their actions;
- To engender in all students tolerance and respect for diversity;
- To create a climate of mutual respect between all students, adults, parent/carers and other school community stakeholders;
- To promote, encourage and provide for the continual development of all staff in understanding and responding to the needs of students with emotional, social and behavioural difficulties;
- To develop a partnership with parent/carers which recognises and respects important factors in the students life and experiences outside of school and which through regular dialogue supports parent/carers to fulfil a proactive and confident role in the meeting of their child's needs and the management of their behaviour.

TEACHING AND LEARNING:

The Informal Behaviour Curriculum;

We believe it is the duty of all staff, through everyday contact with students, to be aware of the ever-present opportunities to promote and teach positive behaviour. Positive behaviour can be promoted and directly taught by all adults in school throughout the school day by:

- All adults modelling appropriate and respectful behaviour toward students and each other in all their interactions;
- Setting appropriate boundaries for student behaviour and applying these consistently;
- Demonstrating empathy and understanding of student behaviour and needs;
- Seeking the views of students and listening to what they have to say;
- Proving students with feedback in constructive and informative ways;
- Applying positive consequences to encourage the learning of appropriate behaviour;
- Applying negative consequences to discourage the learning of inappropriate behaviour;
- Showing respect and understanding to all members of the school community.

Educators cannot effectively control student behaviour in traditional sense of adult/child dichotomy. We all have the potential however to develop our own sense of personal power – 'moral authority'. Moral authority is a form of power which carries most influence with challenging students and is characterised by the consistent demonstration of the actions above, good emotional self-management and an overt commitment to working with students.

'We get respect from challenging students by giving it to them first'

ANTI-BULLYING:

Preventing and Tackling Bullying;

1) Objectives

Small Haven School will prevent and tackle bullying through the involvement of the whole school community, we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

2) Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly. 5
- Ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students abide by the anti-bullying policy.

- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate

3) Definition of bullying

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, November 2014)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

4) Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology –“cyberbullying”

5) Preventing, identifying and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience.
- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use social media responsibly.

6) Involvement of students

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have.

7) Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively to raise concerns in an appropriate manner.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for students, both on and offline.

8) Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing
- Mobile phone and social media policies

- Searching and confiscation

9) Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

10) Responsibilities

It is the responsibility of:

- Directors to take a lead role in monitoring and reviewing this policy.
- Directors, the Principal Head, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Principal Head to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Students to abide by the policy.

Dealing with Incidents

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear and precise account of the incident will be recorded and given to the principal head and/or designated safeguarding lead
- The principal head/designated safeguarding lead will interview all concerned and will record the incident
- Teachers will be kept informed
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- If content posted online is offensive or inappropriate, and the person or

people responsible are known, then the school will ensure that they understand why the material is unacceptable or offensive and will request that they remove it.

- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Parents/carers will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted

Supporting Students

Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Students who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with this policy. This may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), fixed-term and permanent exclusions.
- Speaking with police or local services

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/principal head
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with this behaviour and discipline policy

- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action.

Students are expected:

- To attend school regularly, adhere to the school's code of conduct and be prepared to learn;
- To respect, support and care for each other in school and the wider community;
- To be tolerant of others irrespective of race, gender, religion, sexuality and age;
- To listen to others and respect their opinions;
- To follow the reasonable requests of adults throughout the school day;
- To accept and/or seek the support of adults at times of need;
- To take responsibility for their own actions and behaviour;
- To participate and be involved in school-decision-making processes and make their views known to adults in appropriate ways.
- To ensure all assigned work is completed, (also reference homework policy).

Students are entitled to:

- To be treated with dignity and respect;
- Individual targets to ensure teaching and learning meets their individual needs;
- A stimulating and challenging curriculum;
- To experience a sense of safety and security;
- Consistency in their care and management of behaviour;
- To experience a sense of belonging and feeling valued as an individual;
- To be consulted in matters that affect them and have access to systems of student representation;
- To have their behaviour, social and emotional skills recognised and celebrated.
- Planned and supported transition process.

Parent/carers are expected:

- To provide school with an emergency contact number;
- To be aware of and support the school's values and expectations;
- To support their child's regular attendance, preparedness to learn and adherence to the school's code of conduct;
- To take an active and supportive interest in their child's work and progress;
- To make school aware if they think their child is being bullied;
- To take responsibility for their child's behaviour both within school and the wider community.

Parent/carers are entitled to:

- To be treated with dignity and respect;
- To know about school policy matters and have access to the relevant policies;
- To be provided with opportunities to contribute to policy development;
- To be regularly informed of their child's progress and be advised of any difficulties promptly;

- To receive support from school and be directed to appropriate forms of additional support as necessary;
- Can expect school staff inform them if their child is absent from school;
- To feel welcome and valued when communicating with and/or visiting school.

Staff are expected:

- Lead by example and contribute to the promotion, development and monitoring of the schools behaviour and attendance policy;
- To encourage the aims and values of the school and local community among the students;
- To treat all members of the school community with dignity and respect;
- To provide a challenging, interesting and relevant curriculum;
- To create a safe and pleasant environment both physically and emotionally;
- To model appropriate behaviour and social skills in interactions with members of the school community;
- To hold high expectations of all students, recognise and value their strengths;
- To meet the educational, social, emotional and behavioural needs of students through an appropriate curriculum and individualised support;
- To recognise when they may require the support of others in managing student group and/or individual behaviour and seek support;
- Seek to promote positive behaviour in all their interactions with students;
- To be consistent when working with students;
- To promote and safeguard the well-being of all students;
- To develop positive working relationships with parent and carers;
- To be guided by the 'Best Interests of the Child' principle when in their work.

Staff are entitled to:

- To be treated with dignity and respect;
- To contribute to policy and practice development in behaviour and attendance matters;
- To be supported in their task by the school management teams;
- To know when and how they can seek the support of colleagues in times of difficulty;
- To have access to support and advice as required to best address matters of misbehaviour and/or poor attendance;
- Have access to regular professional development in behaviour promotion and management.

Principal Head & Directors are expected:

- Ensure that all aspects of the school's behaviour and attendance policy promote equality for all students;
- To collate, analyse and monitor behaviour and attendance data to inform resource allocation and seek improvement;
- To closely monitor the use of rewards and sanctions to ensure that their distribution does not detract from equal opportunities principles;
- To support the creation of an environment that encourages positive behaviour and regular attendance, discourages bullying and promotes race equality;
- To provide advice and support to enable all school staff to effectively fulfil

<p>their roles and responsibilities;</p> <ul style="list-style-type: none"> ▪ To ensure that school council practices truly reflect the priorities of the student population and that they are responded to accordingly.
Managers are entitled to:
<ul style="list-style-type: none"> ▪ Support and guidance from the SLT on policy and practice.

CODE OF CONDUCT:

The consistent application of high expectations by staff will help to create an atmosphere of self-discipline through a calm, confident and controlled approach to behaviour management. Our students should quickly become to expect fair and consistently applied expectations and consequences in response to transgressions.

School rules are reviewed annually as part of the behaviour and attendance policy consultation process which involves the whole school community. The rules represent our framework of expectation and correspondingly the boundaries of acceptable and unacceptable at all times during the school day. Our students are expected:

- To attend school regularly and punctually;
- To be polite and treat others with respect;
- To be accepting of each other's differences;
- To follow all reasonable requests from adults and peers;
- To ensure the safety of themselves and others;
- Work independently and together to the best of their ability;
- Look after school property and that of others.
- To complete assigned work.

All staff are expected to make regular reference to, promote and reinforce the school rules in their everyday contact with students and as part of the learning process. These rules provide the basis of any subsequent discussions with students in establishing rules for respective class groups and/or more specific extra-curricular activities. At Small Haven we promote constant expectations and values and expect our students to behave out of school as well as in. This expectation will involve closely supporting and working with parents and outside agencies.

We believe that student's behaviour, values and morals do not end at the 'sound of the school bell'. We focus on the 'whole picture'.

REWARDS:

Meaningful relationships with our students can foster self-esteem and self-worth. Meaningful praise, encouragement and the giving of tangible rewards, provided by an adult to students with whom they have a positive relationship amplifies both the integrity of the exchange and the student's internalisation of positive self-regard.

'It is only through the words and actions of others that we learn about ourselves'.

This is a given which we as educators at Small Haven School endeavour to retain at the forefront of our minds, in all our interactions with students, such is our potential for positively influencing their present and future lives.

Small Haven School employs a spectrum of rewards both informal and formal to accommodate the motivation differentials and drives of our student population. The potency of meaningful praise as a key motivator for change provides the foundations of our system of rewards. We actively promote a climate wherein verbal and non-verbal praise feature constantly as the norm throughout the school day. Rewards used within Small Haven School include;

Informal Rewards;

- Non-verbal praise such as a 'thumbs-up' sign, a smile or other encouraging gestures;
- Specific verbal affirmations and comment upon effort and/or achievement;
- Invoking peer praise;
- Invoking praise from colleagues;
- Sharing 'good news' with parents;
- Individual and group 'reinforcement time';
- Sharing examples of work to colleagues and senior staff;
- Displaying student work in the classroom and school.

Formal Rewards:

- Prizes for 100% attendees, most improved attendee and most nominated student;
- Points system in place. (power of choice point system).
- Certificates to celebrate academic and social and emotional progress;
- Public praise in 'Celebration of Learning' assemblies;
- Letters home to parents – corresponding to certificate;
- Recognition of achievements within the school newsletter;
- End of term trips and various trips through year.

SANCTIONS:

We believe the application of sanctions to be an effective means of promoting positive behaviour where they are:

- Designed to promote positive attendance, behaviour and learning rather than to punish perpetrators;
- Understood by the whole school community as a deterrent;
- Understood by students to be fair and proportionate.

When anticipating and/or applying sanctions staff are expected to:

- Avoid early escalation to more severe sanctions;

- Reserve the more severe sanctions for the most serious or persistent misbehaviour;
- Avoid whole group sanctions that punish the innocent as well as those guilty;
- Focus upon the condemnation of the behaviour and not the person;
- Take account of the individual circumstances and context of misbehaviour;
- Regularly remind and encourage students, as part of their everyday teaching, to reflect on the effects of their misbehaviour or absence on others and themselves in terms of feelings without apportioning blame;
- Evaluate their own use of the sanctions they apply either directly or indirectly – to monitor effectiveness.

Our actions should always be geared toward Reparation, Restitution and Reconciliation and not Retribution or Revenge.

All incidence of poor behaviour should be viewed as an opportunity for both students and adults to learn from. For example a student may be coached to manage their impulsiveness more productively whereas the educator may, following reflection, decide to modify their planning to better accommodate that particular behaviour trait. Following more serious or critical incidents all staff are expected to facilitate, with the support of senior colleagues as necessary, a more formal debriefing with the student/s concerned.

Informal Sanctions:

These are generally those applied by the class teacher as part of their everyday strategies for promoting positive behaviour and maintaining a climate conducive to effective learning:

- Non-verbal cues such as a grimace, ‘thumbs-down sign or other discouraging gestures;
- Withdrawing attention/planned ignoring;
- Selective attention provided to peers;
- A reminder of expectations;
- A reminder of the potential consequence if behaviour continues;
- Providing space for a brief period of ‘time-out’- within class;
- Providing the opportunity for immediate reparation;
- Completion of unfinished work during reinforcement time;
- Completion of unfinished work during student ‘break-time’;
- Allocate the awarding of token economy points on a session by session basis according to presenting behaviour.

Formal Sanctions:

These are generally applied by the class teacher when the student has failed to respond to the informal sanctions above and an escalation to more serious behaviour cannot be circumvented:

- Inviting the physical presence of a senior colleague;

- Requesting the provision of a brief period of formal 'time-out' – outside of the class;
- Detention: break, lunch or post-school;
- Contacting parent/carers to inform of misbehaviour at an appropriate time;
- Withdrawal from participation in a planned activity and/or outing where health and safety concerns dictate – (pending consultation with activity/outing facilitator and the Principal Head);
- Withdrawal of school travel privileges;
- Requesting a student be subject to 'inclusion';
- Making representation for a student to move class groups;
- Exclusion from school; (See schools policy on exclusion).

Data pertaining to the use of rewards and sanctions is monitored by the principal head who reports the data to the school's leadership team. Where any patterns or trends of inequity are revealed then appropriate action will be taken.

SUPPORT SYSTEMS FOR STUDENTS:

The provision of teaching and learning about positive behaviour combined with the pastoral support provided by the mentors, are the key features of school behaviour and attendance support for students.

Monitoring student progress:

Student behaviour and attendance is monitored on a daily basis via schools systems, practices and procedures;

- Twice daily register completion;
- Teacher/tutor student diary entries;
- Withdrawal from class log;
- Incident reporting and recording;
- Mentor support meetings.

A variety of forums provide staff with more formal opportunities to discuss the behaviour and attendance of students experiencing particular difficulties:

- Morning briefings (whole-school);
- Monthly meetings (whole-school);
- Monthly meetings (senior staff);
- Termly meetings (parent/carers);
- Annual reviews (multi-disciplinary and parent/carers).

The above provide school with the on-going means to effectively monitor individual student progress and communicate any concerns to the relevant persons.

Pastoral Support.

Students have access throughout the school day to the pastoral support via their mentors who provides out-of class support. Students may refer themselves to their mentor and/or be referred by teaching and support staff. The mentors may provide the following types of support for students;

- A safe place to 'chill-out' in time of stress or difficulty;
- An alternative to class (for time-limited periods in times of distress);
- Additional behaviour support in class;
- Withdrawal from class (at the request of teaching and support staff);
- Advocacy and mediation support between student-student and student-educator;
- Post-incident debriefing;

Graduated responses to students at risk;

- Parent/carers are notified of their child's absence on the first day and subsequent where absence is unauthorised;
- Parent/carers are informed on the same day should their child be involved in a serious incident within school;
- Parents carers are informed promptly should their child's behaviour significantly deteriorate and are invited to attend a meeting with relevant persons to support a solution-finding process.

Student difficulties are responded to promptly and addressed via the support functions of the mentors in conjunction with the class teacher and the graduated rewards and sanctions described above. Where behaviour and attendance difficulties are most serious or persistent and unresponsive to school based interventions then school will consider the role of outside agencies.

External Support:

Small Haven School is committed to working together with outside agencies to secure the best outcomes for its students. Students experiencing particular difficulties and/or in need of more specialised types of support may be referred to;

- Early Help
- School Health Service;
- Education Welfare Service;
- Child & Mental Health Service;
- Educational Psychology Service;
- CXK Service;
- Social Services;
- Other relevant statutory and voluntary agencies.

Referrals are coordinated by the Principal Head who is also responsible for facilitating and coordinating the completion of CAF's, in accordance with Common Assessment Framework guidance. CAF's may be completed with the consent of parent/carers and or students to access additional social support for student and their families.

SUPPORT SYSTEMS FOR STAFF;

This policy makes clear to staff both their responsibilities and the corresponding entitlements. All staff have access to guidance to support and guide them when dealing with difficult situations. The individual support plans provides helpful and up to date information to staff when they have to respond to difficult situations:

- The school's behaviour 'level-grading system';
- Strategies for de-escalation;
- The protocols for requesting assistance;
- The types of support available;
- Advice for staff providing support;
- Emergency procedures;

All staff are encouraged to deal with 'level 1' minor behaviours and any poor attendance issues as they occur in school. Support is available, when required, to respond the 'level 2 and 3' behaviours. Staff are expected to recognise and promptly communicate to the assistant principal head any difficulties they may experience in effectively managing the behaviour and/or attendance of individual students or groups. Similarly, staff are encouraged to discuss any difficulties with peers who may have a more positive and productive relationship with the student or groups of students concerned.

Staff should consider the ability to reflect upon their own difficulties and seek advice and support as sign of strength rather than a sign of weakness. All Small Haven staff have access to the Principal Head teacher at any given time of the day should advice or additional support be required.

All staff will have received training in Non Abusive Psychological & Physical Intervention (NAPPI) positive handling strategies or another recognized physical intervention training course. These skills will be an invaluable resource to guide, support and remind staff in de-escalation strategies and to better promote the virtues of reflective practice.

'A sense of powerless and stress accompany any perceived inability to effectively 'control' student behaviour. The only 'control' however that educators are expected to exercise is 'control' over themselves, their emotions and subsequent actions:

- All school staff are trained in NAPPI (6 hr basic course), or another recognized RPI course, the majority are licensed to and authorised by the Principal Head to practice restrictive positive handling strategies as deemed necessary;

PARENT/CARER SUPPORT:

At Small Haven School we firmly believe that in order to achieve the best outcomes for our students we must engage and work closely with all parent/carers. The support of parent/carers is critical to the effectiveness of the school's behaviour and attendance policy through its reinforcement at home. We operate an open

door policy for parent and carers should they wish to visit school. We do however encourage parents to make contact in advance to make an appointment to ensure the availability of those staff they desire to speak with. Our work with and the involvement of parent/carers is not confined to impromptu visits and individual appointments;

- Parent/carers are encouraged to negotiate with relevant staff the level of telephone contact that would best suit their needs in monitoring the progress of their child;
- Class-based staff are expected to make contact with parent/carers on a weekly basis at a minimum;
- Parent/carers are informed as soon as is possible in the case of any significant achievement and/or deterioration in their child's behaviour;
- Home visits can be arranged for those parent/carers who for reasons of transport, accessibility and cultural exclusion cannot attend school;
- All efforts are made to ensure that communication barriers, whether in the spoken or written word, are addressed through discussion with parent/carers of their needs and preferences;
- Academic reports are provided for parents on a termly basis;
- A termly newsletter is sent to parent/carers to keep them informed of current events and issues within school.
- A parent/carer group support is provided in school and is accessible to all parent/carers. The parent group meets regularly and is facilitated by the principal head. The group's primary focus is the empowerment of parent/carers and the promotion of their capacity to parent most effectively.

CONSULTATION;

The following consultation exercises take place either annually, at the point of formal policy review, and/or intermittently in response to legislative, local and/or school driven initiatives and guidance:

- All staff have contribute to the National Strategies: Whole School Behaviour and Attendance Audit and the action-planning process.
- All students are encouraged to contribute to policy development via school council meetings, whole-school assemblies and class group discussion.
- Currently parent/carers are consulted via the parent/carer group, annual reviews, presentation/discussion at parent events; and via the telephone and written correspondence.

RESOURCES:

At Small Haven we have made a significant focus to ensure that behaviour promotion and management and attendance achieve a higher profile within school in recognition of their contribution to student personal development and attainment.

MONITORING & REVIEW:

Behaviour and attendance is constantly monitored and under review, both formally and informally, throughout the year from policy inception to provide benchmark measures against which to evaluate effectiveness;

- National Strategies: Whole School Behaviour and Attendance Audit is completed by all school as deemed necessary;
- A verbal report, including whole-school data re-recorded achievements and negative incidents is provided termly and annually to the Senior Leadership Team for analysis;
- Mentors constantly monitor the incidence of recorded achievement and negative incidents and make representation to Principal Head accordingly.

In order to ensure that the behaviour policy and its related practices do not inadvertently discriminate against one group over another by virtue of SEN, gender, ethnicity we monitor the use of sanctions and rewards in school.

The effectiveness of this policy may be measured in the following quantitative ways;

- Reduction in the number of recorded incidents;
- Increase in the number of recorded 'Behaviour for Learning' achievement incidents;
- Reduction in referrals to external agencies.

More qualitative measures of policy effectiveness will include the levels of satisfaction experienced by students and their parent/s carers via annual review questionnaires, parent/carer group, school council meetings and miscellaneous contact and dialogue with stakeholders.

Power of members of staff to use force:

(1) A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely:

(a) committing any offence,

(b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or

(c) prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline.

This policy details how we implement both national and local guidance within a framework of positive behavior management at Small Haven School. It should therefore be considered alongside the most recent local and national guidance. The policy is designed to assist staff in ensuring all actions within the spectrum of positive handling responses are always reasonable, proportionate and can be deemed absolutely necessary when using restraint techniques.

Included in the positive handling framework are a number of physical responses which involve the use of 'reasonable force' to control or restrain a student where reasonable, proportionate and absolutely necessary. Physical intervention techniques represent a small part of the positive handling continuum.

What is reasonable force?

The term 'reasonable force' covers a broad range of actions used by practitioners in their careers at some point which involves physical contact with students.

'Force' is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as separating a fight or having a physically restrain a student to prevent harm, violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact such as blocking a pupil's path or active physical contact such as leading a pupil by the arm out of a classroom.

'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the principal head has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organized visit,

When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder.

In a school, force is used for two main purposes - to control students or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behavior that disrupts the behavior of others.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behavior that disrupts the behavior of others.

Schools cannot:

- Use force as a punishment - It is always unlawful to use force as a punishment.

Power to search students without consent –

In addition to the general power to use reasonable force described above, head teachers and authorized staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items':

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the school rules. Separate guidance is available on the power to search without consent:

A person whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following:

Committing any offence

Causing personal injury to, or damage to the property of, **any** person (including the pupil)

Prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

Punishing poor behaviour

What the law allows:

Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the principal head;

2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and

3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The principal head may limit the power to apply particular punishments to

certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, 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 should consider whether a multi-agency assessment is necessary. (Behaviour and discipline in schools, (DfE Feb 2014).

Complaints

It is not uncommon for students to make allegations of inappropriate and/or excessive use of force following an incident. The school has a formal Complaints Procedure. Students should be reminded of the procedure and encouraged to use the appropriate channels. Students should be given the opportunity during the debriefing process to voice any concerns and hear a first-hand explanation for an adult(s) actions. The complaints policy applies equally to staff. We are an open school and promote transparent in both policy and practice in order to protect the interests of staff and students alike. Any staff concerns regarding the welfare of students should be immediately reported to the Designated Safeguarding Lead (Miss White-Principal Head). Any safety concerns should be reported to the designated person for Health and Safety (Ross White-Project Manager). (Also reference school Complaint policy).

The school has a legal duty, in respect of safeguarding and in respect of students with special needs, Equality Act 2010. (School Safeguarding policy and Equality and Diversity policy).

Policy Links:

This policy should be read in conjunction with the following school policies/guidance:

- Attendance;
- Anti-bullying;
- Anti-Racism;
- Positive Handling;
- Equal Opportunities;
- Safeguarding Children;
- Teaching and Learning.
- Behaviour and Discipline in schools, DEF 2014 guidance
- Complaint Policy.
- Equality and Diversity Policy.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” November 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”:
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srrc.org/educational