

Behaviour Policy



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1. Scope

This policy sets out the expectations of behaviour at our school. Staff, parents and pupils seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. It also sets out the consequences for inappropriate behaviour, should it occur, and reflects guidance provided by the Department for Education.

A school's behaviour and attendance policy should be seen as an integral part of its curriculum, for all schools teach values as well as knowledge and skills. It must be based on clear values – such as respect, fairness, and inclusion – that will also be reflected in the school's overall aims and its social, moral and religious education programmes.

'Advice on Whole School Behaviour and Attendance Policy' DfES, 2003

2. Vision

Whilst it is recognised that a comprehensive list of rules are valuable to ensure expectations of behaviour are met, it has also been noted that staff and pupils can find these overwhelming and over complicated. As a tenet for a whole school vision, the focus will be on introducing, reinforcing and promoting three basic rules:

- 'Responsible, Respectful and Ready to learn'.

These three concepts are suitable to encompass all ideas and thoughts listed in the overall, playground or classroom behaviour expectations, yet remain accessible to staff and pupils.

By exploring:

- responsibility to yourself and others.
- what respect is and how to give and earn it.
- what the expectations are to be ready to learn.

The school will be providing a framework of behavioural expectations that will not only support pupils within school but will also give them tools to cope within other settings.

What the law says:

The headteacher must set out measures in the Behaviour Policy which aim to:

- promote good behaviour, self-discipline, and respect.
- prevent bullying.
- ensure that pupils complete assigned work.
- regulate the conduct of pupils.

'Behaviour and discipline in schools: Advice for head teachers and school staff' (DfE, Jan 2016)

3. Aims

Our aim is to develop an environment that promotes and recognises positive, socially acceptable behaviour.

Whilst the school has high expectations for all its pupils, it recognises that not all pupils will be able to achieve these expectations immediately due to the complexity of their behavioural difficulties.

In partnership with parents and outside agencies, as appropriate, the school will offer support and guidance, whilst recognising the individual needs of all its pupils.

To this end we strive to :

- Create a welcoming, happy environment that sets realistic expectations for all.
- Work in partnership with parents to promote acceptable behaviour in school.
- Provide a safe, caring, and effective learning environment with a stimulating and relevant curriculum differentiated to meet the needs of all.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability, and disability.
- Show appreciation of the efforts and contribution of all.
- Ensure all pupils, parents and staff are clear about the expectations regarding behaviour.

4. Rationale

The school aims to educate its pupils within a moral, spiritual and cultural context which promotes respect for others.

Staff and pupils have a clear sense of what is important, what will be valued and what will not be tolerated. In seeking to define acceptable standards of behaviour it is acknowledged that these goals are ideals to be worked towards.

Pupils bring to school a wide variety of experiences based on differences in home values, attitudes and parenting approach and our aim is to work towards standards of behaviour based on the principles of honesty, respect for ourselves and others, respect for property, consideration, and personal responsibility.

To this end we aim to ensure that everyone is clear about the kind of behaviour that is expected of them and how they can expect others to behave towards them.

The following principles underpin the strategies for behaviour at the school:

- Positive behaviour is recognised and continually reinforced; individual and whole class achievement is celebrated and rewarded.
- Parents' support and contribution is valued and respected. The school works in partnership with parents to promote positive behaviour within school.
- Pupils are encouraged to take responsibility for their behaviour by seeing the natural consequences for their actions. This is supported by plans to support pupils to understand actions and consequences.

- Staff continuously demonstrate appropriate behaviour and responses in their interactions with pupils and each other.
- Pupils are given clear explanations of acceptable behaviour.
- Pupils are given consistent boundaries, and this is reflected in the rewards system, school notices and continued behaviour management actions.
- Pupils are recognised as individuals. The school's structures and systems recognise the need for some pupils to follow individual behaviour programmes which allow the pupils to learn to manage their own behaviour whilst being part of a school community.
- Staff understand that emotional issues can impact on behaviour, however, they will not be recognised as an excuse for poor behaviour. Individual behaviour plans will be developed with appropriate guidance on behaviour systems to implement with a pupil.
- Staff will show disapproval of the behaviour the pupil displays, but never of the pupil themselves.
- Staff recognise that pupils respond best to environments that are happy, fair and equitable to all.

5. Code of conduct

CODE OF CONDUCT

This code has been agreed by all staff and pupils and is communicated to parents, on admission via the Home / School Agreement

- We want everyone to behave in a way that makes all of us feel safe in all parts of the school and when we travel to and from school.
- We will respect and care for others.
- We have the right to be happy.
- We respect that everybody has the right to come to school and learn without being disturbed by others.
- We will take care of our school and the property of others.

7. Roles and responsibilities

7.1 Headteacher and Horizon Senior Leaders

The Managing Director and the Education Operations Director have the responsibility for agreeing the principles and guidelines underlying the standards of discipline and behaviour in the school and reviewing their effectiveness.

The Headteacher has day to day responsibility for implementing the school's behaviour policy but may seek advice and guidance from the Managing Director, Operations Director about specific disciplinary issues.

It is the responsibility of the Headteacher to monitor the consistent implementation of the policy and to report to Director of Education Operations and Managing Director of Education on its effectiveness.

The Headteacher is responsible for keeping records of reported serious incidents and has the responsibility to contact the Managing Director to decide upon exclusions. It is the responsibility of the Headteacher to notify the parents and the Local Authority on these occasions in accordance with Local Authority guidelines.

For very serious acts of anti-social behaviour, the Headteacher in consultation with Managing Director and Director of Operations, may permanently exclude a pupil.

The Headteacher and staff are responsible for ensuring that all aspects of the school's behaviour policy and its application promote equality for all pupils.

7.2 Staff

Classroom management and teaching methods have a significant influence on pupils' behaviour as pupils need a calm and purposeful classroom environment. Relationships between staff and pupils are paramount in developing mutual respect and trust and in developing a pupil's self-esteem and feeling of self-worth.

The pupil's designated Teaching Assistant provides pastoral and learning support for all pupils, develops and maintains relationships with parents/carers and assists with any behaviour plans that have been put in place in liaison with teachers. Teaching Assistants provide valuable insight into pupils' behaviour, assisting in the monitoring of individual pupil behaviour as well as providing stability throughout the day.

The role of staff in implementing behaviour strategies and supporting pupils is recognised as being at the heart of the behaviour management systems at the school. Staff aim to ensure that in the classroom setting:

- Pupils are aware of classroom procedures.
- Explanations are clear and concise.
- Work requirements are clearly explained, and progress is carefully monitored.
- Appropriate strategies are deployed to de-escalate inappropriate behaviour.
- Work is set appropriate to pupils' abilities.
- Well-paced lessons start and end on time.
- Classrooms are suited to a particular activity.
- External interruptions are minimised whenever possible.
- Appropriate and sufficient resources are available.
- Marking and record keeping is a supportive activity providing feedback to the pupils on their achievements and helping them to plan the next learning steps.

It is the responsibility of the class teacher to inform all adults, including Teaching Assistants, of any individual or class behaviour plans.

7.3 Parents/Carers

The school believes in working in partnership with parents and carers as they have a vital role to play in fostering positive behaviour. Young people benefit from parental encouragement and support to participate fully and positively in both their school work and in the wider community. The school aims to build a supportive dialogue between home and school and will inform parents of any concerns about their child's welfare or behaviour.

Expectations for pupil behaviour are set out in detail in the home/school agreement. Parents and pupils are asked to show their agreement to the expectations laid out in the 'Behaviour Guidelines' by signing the Home/School agreement.

The school develops a positive working partnership with parents through the provision of:

- A welcoming environment for parents and an 'open door' policy
- The school prospectus, newsletter, behaviour guidelines booklet, home-school agreement etc.
- Home-school liaison, contact via home / school books or by telephone, text, email or letters.
- Parents meetings, statutory and transitional review meetings, open evenings
- Invitations for parents to attend special events.
- The hosting of multi-agency meetings for external agencies and parents.
- Support offered to parents around EHCP reviews, behaviour management within the home etc.

7.4 Pupils

The pupils have a central role in shaping and promoting the school's Behaviour Guidelines and in supporting the staff and other pupils. Unacceptable behaviour can be changed through the concerted actions of all pupils, staff and parents and through pupils taking responsibility for their own actions. Awareness that it is the responsibility of the individual to show self-discipline comes with maturity and time; staff continually reinforce this with pupils.

Incidents of inappropriate behaviour are managed by staff with pupils being given the opportunity to discuss and reflect on their behaviour and its consequences as well as being given the opportunity to resolve and find alternatives to conflict. To this end the staff strive to ensure that pupils have a clear understanding of what is expected of them as a group and individually.

Staff believe that pupils should experience consistent and predictable approaches to their personal and social development. This is reflected in PSHE lessons, 1 to 1 mentoring and all lessons.

8. Rewards and sanctions

8.1 Positive behaviour management

The school operates a Positive Behaviour Management system. Pupils are reminded of the agreed expectations and encouraged to make the 'right choice' to follow the expectations knowing that there will be a known consequence for continued inappropriate behaviour.

Each Key Stage has a specific plan for managing the behaviour of its pupils in the classroom, lunchtime and playtime. These plans have been drawn up by the staff and have the approval of the Headteacher and the Senior Leadership Team.

Pupils are informed of the rewards, sanctions, and expected behaviours in school at the start of each academic year and receive continual updates on its implementation and successes.

Pupils receive a copy of the school's rewards system during their induction.

8.2 Behaviour guidelines for pupils in KS2

Overall Expectations

- To show consideration and respect for others.
- To show 'good listening' and follow instructions.
- To walk when moving around school.
- To ask permission to leave the classroom.
- To take turns and share with others.
- To acknowledge adults in an appropriate manner and show respect.
- To take care of their environment and respect other people's property.
- To adopt good work habits.
- To be responsible for their own possessions and not trade or swop possessions.
- To adhere to the school uniform policy.
- To work quietly to complete tasks and allowing others to complete theirs.
- To put things away when they have finished using them.
- To use the communal toilet appropriately.

Classroom Expectations

The following classroom expectations have been agreed by the pupils:

- Be kind to others – do not hurt anyone.
- Talk respectfully, no swearing or using words that upset people.
- Take care of the school, do not break or throw things.
- Listen to and follow instructions.
- Be polite – don't interrupt when others are talking.
- Look after your own property and respect that of others.
- Ask permission if you need to leave the classroom.
- Rewards
- Verbal praise.
- Smiley faces and notes in home schoolbooks and stickers on jumpers.
- Reinforcement by another adult.
- Being given the opportunity to choose an activity.
- Certificates and awards given in special assemblies.
- Class-wide reward systems such as sticker charts, merit awards, certificates and points may be used in addition to individual rewards.
- Points recorded by the teacher.

Celebration of good behaviour occurs during:

- Rewards afternoon activities.
- Weekly celebration assembly

8.2 Behaviour guidelines for pupils in KS3 and KS4

Overall Expectations

- To behave in such a way as to enable teaching, learning and social integration to take place.
- To be in school on time and ready to work in lessons.
- To be dressed appropriately.
- To show consideration for others.
- To have respect for others' well-being and safety.
- To have verbal and physical respect for everyone.
- To walk around the school.
- To line up quietly at the start of lessons
- To look after your own possessions and not to take or interfere with those belonging to others.
- To ensure that all mobile phones and electronic equipment are handed in at the start of the day.
- To help to keep the school clean and tidy.
- To show appreciation for cultural and gender differences and individual needs.

These expectations will be communicated to all pupils throughout the week but especially via school assemblies and PSHE time.

Classroom Expectations

The following classroom rules have been agreed by pupils:

- Enter the room and go quietly to your place, when invited.
- Listen to and follow instructions.
- Put your hand up or ask to speak in an appropriate manner. (In informal situations the teacher may tell you that this rule does not apply).
- Speak without shouting and use appropriate language.
- Leave other people and their belongings alone.
- Ask permission to enter or leave the classrooms.
- Arrive punctually for each lesson or give a polite reason to the teacher if you are late. Be ready to work.
- Walk carefully in the corridors.
- No chewing gum in school.

Pupils will know when their behaviour is acceptable by:

- Rewards achieved.
- Verbal praise.
- Postcards home.
- Whole class rewards.
- A whole school behaviour tracking system enables pupils to earn points. Points can be exchanged for items as personalised rewards and for Reward Day Activities.
- Rewards afternoons
- Weekly celebration assembly

8.3 Rewards:

As part of the school positive behaviour support strategy there will be reward systems in place to promote positive behaviour and celebrate pupil successes. These systems will seek to praise student achievements related to positive behaviour, effective learning, resilience, good attendance, personal development, positive interactions and compassion towards others.

Staff will use the reward systems to support classroom behaviour management, rewarding positive behaviour rather than issuing sanctions.

Whole school rewards systems:

Attendance:

Pupils will be rewarded for their attendance of lessons, with entry tickets to the weekly whole school raffle. Reward tickets will be provided to pupils who attend a lesson for 20mins or more, regardless of their attainment within the lesson. If a pupil presents challenging behaviour within the lesson staff are not to remove the reward but follow the sanction system.

Effective learning and resilience:

Pupils will be rewarded for effort and resilience whilst learning in lessons. This will be done by staff awarding reward points. Pupils can achieve a maximum of 3 reward points within a lesson. Points gained will be recorded by teachers and collated by a designated staff member. At the end of each half term, pupils will have the choice to redeem their points for a gift card of choice.

It is recognised that in some cases pupils may require short term rewards. If staff feel that a pupil may need to redeem their points earlier or more frequently this must be requested via a purchase request form.

Positive interaction and compassion towards others:

Pupils will be rewarded for demonstrating positive social interactions and compassion towards others. This is when pupils demonstrate positive interactions with their peers, considering each other's needs as part of the school community.

Staff will promote this by rewarding pupils with reward points, pupils will be able to gain a maximum of 5 points per day.

Weekly celebration awards:

On a weekly basis staff will award "celebration awards" to students who achieve personal successes surrounding their development throughout the week. These awards will be age-specific, with one pupil from each Key Stage receiving a "celebration award".

In addition to these awards there will be a Headteacher's award which will be provided to one class group a week. In order to achieve this award students must demonstrate improvement in attendance, positive interactions, teamwork and progress within lessons.

9. Sanctions

Staff will always promote a positive working atmosphere. With the onset of undesirable behaviour staff will deploy diversionary tactics, for example highlight a pupil who is displaying the correct behaviour and praise them accordingly. Sometimes this will be sufficient to initiate the desired behaviour.

If measures are not successful, the following sanction system will be used and any incidents will be recorded by the member of staff who issues the warning:

For younger pupils an instant 'sanction' based on individual need will be used. This may involve a 'timeout' or the loss of a preferred activity. Staff will record 'time out' incidents.

As the pupils get older, staff will endeavour to ensure 'reflection time' is allowed between sanctions to enable pupils to modify their own behaviour.

Warnings about behaviour

Pupils will be given a warning to stop the negative behaviour and to do this, staff will use a person-lead approach, providing the warning in a manner that is best suited to the child. This may be through verbal, visual or gestural communication, that is agreed with the pupil but will always be using a 3 stage approach.

Stage 1:

Pupils will be shown or given the first formal warning through a communication type specific to the child.

Stage 2:

Pupils will be shown or given the second formal warning through a communication type specific to the child.

When a second warning has been given a 'Time Out' sanction of 5 minutes will be given, this is to be managed by the class teacher. There will be no dedicated 'Time Out' areas in school - these will be negotiated and planned for depending on location, pupil need and staffing.

Staff will deploy de-escalation strategies to help pupils make positive choices. Staff will assist pupils to take 'Time Out' to avoid situations escalating to a Stage 3 warning.

Walking out of a classroom will not necessarily result in a Stage 3 as pupils may need different ways of calming: running, roaming or sitting in a quiet space. The class Teaching Assistants who move with the group is of great benefit as they can often identify effective 'Time Out' strategies for individuals.

Staff will try not to react to pupil insults but instead encourage pupils to take the 'Time Out.'

Where there is a known trigger for pupil behaviour, staff will aim to look for alternative strategies to enable the pupil to avoid the trigger. For example, pupils opting out of lessons and being taught outside classroom setting, these strategies will be recorded within the Individual Behaviour Plans.

Following the 'Time Out' or effective strategies the pupil will be expected to re-join the lesson.

Stage 3:

Pupils who are given a Stage 3 warning will be asked to leave the classroom.

Pupils who receive a Stage 3 will be escorted to the Quiet Room and given the opportunity to sit quietly and calm down. The member of staff issuing the Stage 3 will record this.

Staff will give the pupil opportunities to discuss the problem and offer support to resolve the issues. Staff will make judgement calls as to when it is the appropriate time to begin the discussion. Staff may request other pupils / staff to assist them in resolving these issues.

Once a pupil is sufficiently calm, appropriate work / activities or the option to do nothing will be offered. Work can be brought to the Quiet Room and completed there if appropriate.

Once a pupil has shown that they are calm and ready to return to class the duty staff may return the pupil to class. For practical lessons, it may be necessary for the pupil to remain in the Quiet Room until the next lesson.

As part of the discussions with the pupil, reparations requirements will be discussed. Pupils issued with a Stage 3 warning will complete a reparation during the next available lunchtime.

If a pupil arrives at the Quiet Room in an unsettled frame of mind or if the pupil displays inappropriate behaviour in the quiet room, they may be escorted outside or to a space that is more equitable for that pupil who will stay there until they are calm enough to return to the Quiet Room or go back to class. Pupils who show that they are not ready to go back to class will remain in the Quiet Room.

The following incident will merit the issue of a Stage 3 warning straight away.

- Physical Aggression: An incident where a pupil is putting themselves or others at risk by their behaviour. e.g. a pupil hitting someone.

The following incidents may necessitate the use of a Stage 3 warning:

Swearing:

An incident where a pupil directly swears at an adult or another pupil with the intention of causing offence or intimidation: Pupils do occasionally swear as part of a game that they are playing and a verbal reminder may be all that is necessary for them to stop. However, if a pupil swears directly at an adult or another pupil with the intention to offend and intimidate, the pupil can be given a stage 3 warning. There are incidents where swearing is a secondary behaviour and so the issuing of a stage 3 warning may not be appropriate.

Serious Disruption:

An incident where a pupil is seriously disrupting a classroom activity. When a pupil is seriously disrupting the good order of a lesson and preventing others from learning the 3 stage warning system will be followed. Pupils who persist in their behaviour will be given a stage 3 warning.

Reparation:

Following a Stage 3 warning incident, pupils will complete one reparation.

Reparation will be completed during the next available lunchtime following the incident when all pupils will be expected to complete work that is relevant to that which has been missed or appropriate to their age. Once pupils have successfully completed their reparation, the incident will be finished.

The stage system will be used for pupils who fail to attend reparation without a valid reason. Pupils who are unable to successfully complete their reparation will repeat their reparation session the following lunch time.

Pupils who fail to successfully complete their Pay Backs or accrue a disproportionate number of Stage 3 warnings may receive a further sanction. Following discussions between staff and the pupil's parents/carers the pupil may complete a period of time in supervised isolation to allow them to complete their reparation; The reparation system can also be used as an instance to reward.

1 to 1 room

There are occasions when a pupil's behaviour puts themselves at risk and necessitates the use of withdrawal to a 1 to 1 room, with minimal stimulation and no audience, where pupils can calm down and regain control of their behaviour and emotions. 1 to 1 rooms are operated on an 'open door' policy.

The 1 to 1 room may be offered to a pupil by a member of staff or a pupil may be directed to go there. In either case the aim is to allow the opportunity for the young person to regain control.

Pupils are always accompanied to the 1 to 1 room. If a pupil is displaying aggressive or threatening behaviour or is putting themselves and others at risk, it may be necessary to provide a guided escort using one of the approved Sherwood techniques.

Use of 1 to 1 rooms will be recorded on the sheets provided at the time of the incident.

When in the 1 to 1 room, pupils can be monitored by staff. Depending on individual circumstances, staff will undertake an observational risk assessment to determine when the pupil is calm and able to take responsibility for his / her own emotions. On some occasions it may be necessary for staff to use physical intervention strategies in the room, for example, when a pupil's challenging and violent behaviour is putting themselves or staff at risk. This is used as a last resort.

Once a pupil is felt to be calm, the pupil may be moved to another quiet place to work or more generally taken back to class.

A reparation sanction will follow time spent in the 1 to 1 room if a stage 3 warning has been issued.

10. Playground

The following rules have been agreed by staff and pupils.

Key Stage 2

- Use kind words. (No swearing or unkind words or gestures. Be polite and respectful to your friends and adults).
- Be kind. (No hurting, kicking, biting, pushing, hitting, spitting, pinching).
- Stay on the playground. Ask if you need to leave.
- Walk along the paths and the corridors.
- Use the play equipment safely.
- No play fighting.

Key Stages 3 and 4

- Be polite to your friends and adults - no swearing or name calling.
- Play safely and kindly – no rough play fighting or bullying.
- Stay on the playground areas – ask an adult if you need to leave.
- Walk along paths and corridors.
- Use the patio area for sitting, walking and talking.
- Use the sports play area safely and keep the football in the playground.
- Follow all adult requests or instructions.

Sanctions

The following sanction system applies to pupils who deliberately break one of the playground rules:

A verbal reminder of the expected behaviour will be given to all pupils prior to a warning. Stage 1 warnings are to be given to pupils as a first formal warning. A stage 2 warning is to be given to pupils as a second warning. This carries a 'Time Out' sanction.

In Key Stage 2 the pupils will spend 2 minutes sitting on the bench

In Key Stage 3 and 4 pupils will have 5 minutes 'Time Out' in an allocated area.

If a Stage 3 warning is given, pupils will automatically be sent in. This will be used for continued violation of a playground rule e.g. after 2 warnings OR if the pupil's behaviour is sufficiently serious to be sent straight in.

11. Recording and reporting

Incident and physical intervention forms are used by staff to monitor and track positive and negative behaviour incidents at school.

Negative and positive incidents are recorded directly into the school's reward system.

Parental contact following an incident may be by telephone, contact book, text or email. Class teachers will ensure that any relevant information about a behavioural incident is communicated promptly.

Incidents are monitored by members of the Senior Leadership Team to identify and target persistent behavioural issues. Individual programmes may be implemented to address these. Pupils causing concern are discussed on a weekly basis during leadership meeting time.

12. Special cases

The sanctions outlined offer a framework for most pupils. However, rigid sanctions for some pupils can be counter-productive and in these situations an individualised approach is required. Individual plans will be devised. These plans will be shared with other staff via staff meetings and will be documented for parents.

For persistent inappropriate behaviour, parents will be informed, and a meeting will be requested in order to develop a Behaviour Support Plan for the pupil.

13. Emergency procedure

Extreme behaviour will be referred directly to a member of the leadership team.

In the event of a child endangering themselves or others, the child will be escorted using Sherwood positive handling techniques.

14. Physical Intervention

Should a pupil's behaviour be so challenging that it can no longer be managed solely by the school's behaviour management and de-escalation strategies, it may be necessary to use physical intervention.

Physical interventions will be deployed as a last resort when staff have attempted all other interventions or when a pupil's behaviour is putting themselves, other pupils, staff or others at risk.

The school's policy on physical intervention is framed by guidance from the DfE, 'Use of Reasonable Force' Behaviour and Discipline in Schools and Keeping Children Safe in Education, and uses Sherwood's positive handling techniques and strategies.

Whilst it is recognised that some pupils in Key Stage 2 will need to be escorted, it is envisaged that only in exceptional circumstances would pupils in Key Stages 3 and 4 require physical intervention strategies. In the majority of cases, it is safe for pupils to run into safe spaces to avoid the need for physical intervention..

Physical interventions may be considered necessary in the following situations:

- When a pupil's behaviour is putting other pupils, staff or others in danger of physical harm, for example, if a pupil is attacking another person.
- When a pupil is at risk of harming themselves or putting themselves in danger, for example, running into the road or when two pupils are fighting causing the risk of injury.
- When a pupil's behaviour is causing disruption to the extent that good order and discipline is being seriously affected, for example, if a pupil is causing or is at risk of causing injury or damage, by accident, by rough play, or by the misuse of dangerous materials or objects.
- When a pupil is causing or is on the verge of causing deliberate damage to property.
- When it is beneficial for staff to establish firm and consistent boundaries with younger pupils in order to reinforce pupil safety and the necessary behaviours and attitudes to sustain the pupil's school placement.
- When it is necessary to prevent a pupil from leaving the classroom in which allowing the pupil to leave would risk their safety or lead to behaviour that disrupts others.
- When a pupil is behaving in a way that seriously disrupts a school sporting event or school visit. (As part of the preparation for off-site visits risk assessments are undertaken. It may be deemed unsafe or inappropriate to take a child on an activity where there is a significant likelihood of a need for physical intervention).
- When a pupil persistently refuses to follow an instruction to leave a classroom. (It is recognised that in this instance the refusal of a pupil to remain in a particular place is not enough on its own to justify the use of force). However, it may be justifiable where a pupil remaining in a classroom or leaving would entail serious risks to the pupil's safety, (taking into account the pupil's age and level of understanding), to the safety of other pupils, staff or others, or of damage to property; or Lead to behaviour that prejudices good order and discipline, such as disrupting other classes.

Should physical intervention be necessary the wellbeing of the pupil will be of paramount concern and the technique used "will be proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to achieve the desired result." Often it may be assessed that a prompt, guided escort away from a situation may prevent the need for a more robust intervention.

The child's welfare remains our paramount concern. However, any occasion when physical restraint is used carries some risk. The following statement has been adopted into this policy and reflects the working realities

and possible consequences when individuals are involved in an incident when physical restraint may need to be used:

It must be noted that during and physical intervention scratches, bruises and red marks may occur this does not mean that the procedure has been administered incorrectly but is an occurrence with physical contact.

For pupils for whom physical interventions are likely to be required due to their specific needs, a Behaviour Support Plan based on Sherwood advice will be devised. This plan will be drawn up in conjunction with parents and carers and where appropriate, with pupils.

All staff are trained in Sherwood Physical Intervention and receive refresher courses to ensure the updating of knowledge. Horizon employ a team of Sherwood Physical Intervention instructors that are always available for advice on guidance.

Although it would be envisaged that positive handling would be used in situations where a plan had been successful, it is important to recognise that there will be times when circumstances dictate immediate responses to a situation in order to keep the pupil, other pupils, staff and others safe. At these times it is assumed that staff will act in good faith and that their responses will be proportionate to the consequences that they are intending to prevent. Pupils running off and leaving the school premises causes significant anxiety for staff. Staff should share that responsibility by informing office staff and site managers. Once it is established that a pupil has left the school site then a dynamic risk assessment will be carried out to ensure parents or carers and if necessary, police are informed. A timeline will be maintained to ensure all parties have accurate information and the situation will be monitored by a member of the Senior Leadership Team. Following an incident of a pupil absconding from school, behaviour plans will be amended to include this identified risk.

Following an intervention where physical restraint has been necessary, the incident will be recorded on a Physical Intervention Form.

In the event of a serious incident involving an injury to a member of staff then the 'Protocols for all Staff following a Serious Incident involving aggressive behaviour towards Staff' should be followed

Behaviour Support Plans will be completed for pupils who persistently display challenging behaviour.

All Physical Interventions are reported to the Senior Leadership Team and are checked against historical data to understand any patterns of Physical Intervention.

More detailed information on positive handling can be found in the school's 'Restricted Physical Intervention Policy'.

15. Truancy

Regular attendance is always encouraged, as outlined in the Attendance Policy.

Because of the strong home/school links and transportation to school, truancy is an unusual occurrence. All unsatisfactory patterns of attendance will be dealt with through the structures outlined in the Attendance Policy.

16. Bullying

Bullying can take many forms, but it usually includes the following four types of behaviour:

- Physical – hitting, kicking, pinching, punching, scratching, spitting or any other form of physical attack.
- Damage to or taking someone else's belongings may also constitute as physical bullying.
- Verbal – Name-calling, insulting, making racist, sexist or homophobic jokes, remarks or teasing, using sexually suggestive or abusive language, offensive remarks. This is the most common form of bullying.
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.
- Cyber – any type of bullying that is carried out by electronic medium.

For further information see the school's Anti-Bullying Policy in line with Section 89 of the Education and Inspections Act 2006.

17. External support services

The advice and assistance of external services is highly valued in dealing with pupils' behaviour and supporting staff training. Practically this may mean involvement in one or more of the following:

- Education Welfare Office and Educational Psychologist
- Regular Continuing Professional Development (CPD) for staff on behaviour related topics
- Social services / respite care
- Local community services
- Youth Offending Team (YOT), Children and Adolescent Mental Health Services (CAMHS), Minority Groups

Additional support available to Parents/Carers includes:

- Parent Support Group
- 'Open Door' Policy at the school
- Parent Workshops
- Signposting to other agencies
- Advice and guidance from school staff

18. Review

This policy will be reviewed annually. Key elements will be brought to the attention of staff at the beginning of the Autumn Term, and through a rolling programme of INSET on a needs driven basis.

Appendix 1 – Staff protocol

Protocols for all staff following a serious incident involving aggressive behaviour towards staff. In the event of a serious incident involving an injury to a member of staff:

- Remove pupil from the incident.
- Reassure the other pupils and ensure all other pupils are safe. Get back to normal lessons as quickly as possible.
- Offer support to the member of staff and take them away from the scene of the incident.
- Inform a member of the Senior Leadership Team who will assess the situation and take the following steps, as necessary,
- Offer the member of staff medical assistance and make a First Aider available to see them.
- Ensure any injuries are recorded in the Staff Accident Book.
- Provide the member of staff with a quiet space to go and offer colleague support. Arrange cover as required.
- Following the First Aider assessment and in consultation with the member of staff ascertain whether further medical assistance or support is required. If this is required, arrange for appropriate transport to hospital.
- Organise for an incident form to be completed and take witness statements from other staff and if required, other pupils.
- Take a statement from the pupil, when calm. This may not be possible immediately and may need to be done at a later date.
- In consultation with the Head Teacher decide whether the pupil should go home. This will be based on the information gathered and individual circumstances.

- Inform the pupil's parents/carers of the incident and any decisions that have been made. If it is required, arrange for the pupil to go home.
- Members of the Senior Leadership Team to collate witness statements and staff account before making a decision about further sanctions.
- Head Teacher to inform relevant staff of any decisions that have been made and this to be cascaded.
- Head Teacher /Deputy Head to inform parents/carers of these decisions.

Follow Up

- Individual Behaviour Plan for the pupil to be written or amended in consultation with the Form Tutor and/or Senior Leaders then shared.
- A Risk Assessment to be completed if required.
- Restorative Justice to be offered and facilitated where appropriate and relevant.
- In the light of long-term absence, a staff buddy will maintain regular contact.
- Staff member to be offered contact details of the confidential staff counselling service and guided to the supported services for staff booklet.