

Behaviour Policy

Horizon Education Alternative Learning (HEAL)



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1. Scope

This policy sets out the expectations of behaviour for students within the HEAL provision. Staff, parents/carers, 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.

Although HEAL is not a school it is good practice to adopt practices and processes recommended in a school.

A school's behaviour 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 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 the HEAL 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 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.

HEAL will provide a framework of behavioural expectations that will not only support pupils during lessons 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 HEAL 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/carers and outside agencies, as appropriate, HEAL 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 each pupil.
- Work in partnership with parents/carers to promote acceptable behaviour during learning sessions.
- Provide a safe, caring, and effective learning environment with a stimulating and relevant curriculum differentiated to meet the needs of each individual learner.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of a person's protected characteristics.
- Show appreciation of the efforts and contribution of all.
- Ensure all pupils, parents/carers and staff are clear about the expectations regarding behaviour.

4. Rationale

HEAL 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 with them 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 within HEAL:

- Positive behaviour is recognised and continually reinforced; individual achievement is celebrated and rewarded.
- Parents/carers' support and contribution is valued and respected. HEAL works in partnership with parents/carers to promote positive behaviour within the provision.
- 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 other adults.
- 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. Heal'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 wider 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 appropriate responses to 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.

4.1 Legislation, statutory requirements, and statutory guidance

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

5. Code of conduct

This code has been agreed by all staff and pupils and is communicated to parents, on admission.

We want everyone to behave in a way that makes all of us feel safe.

- We will respect and care for others.
- We have the right to be happy.
- We respect that everybody has the right to be in a learning environment which is free from disturbance.
- We will take care of our environment and the property of others.
- Do not endanger yourself or others.
- Respect for all. Including no swearing
- Have a positive attitude towards learning.

6. Definitions

Misbehaviour is defined as:

- Disruption in sessions which affects learning.

Serious misbehaviour is defined as:

- Any form of bullying
- Sexual violence, including intentional sexual touching without consent.

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism
- Theft
- Fighting
- Smoking/ Vaping
- Racist, sexist, homophobic, transphobic, discriminatory behaviour, or the promotion of extremist views
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers/ Vapes.
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

I can Statements.

I can...	Statement.	Attributes.
Keep myself safe, healthy, and happy.	Pupils will be able to successfully manage their safety, and personal health and wellbeing. This will incorporate, for example, personal hygiene, managing routines, developing strategies to regulate behaviour, and engaging in hobbies and interests. It focuses on those skills needed to ensure pupils can look after themselves and lead safe and fulfilling lives.	<ul style="list-style-type: none"> • Personal safety • Personal hygiene • Wellbeing • Hobbies and interests • Social interactions • Effective routines
Take advantage of the exciting things the world offers.	Pupils will discover the world outside of the 'Wolverhampton bubble'. They will build aspirations based upon new knowledge and experiences of the wider world. Pupils will develop an understanding of who they are, who they can be in the future, and where they fit in the world.	<ul style="list-style-type: none"> • The world outside Wolverhampton • Opportunities for work, play and enjoyment. • Breaking down barriers / knowing what's achievable. • Aspirations for work and life outside and beyond school
Make good choices and be responsible for my own actions.	Pupils will learn right from wrong and be able to apply this knowledge to everyday life. They will understand the repercussions of actions, both good and bad, and consider these in advance. They will take ownership of what they do, and what happens as a result.	<ul style="list-style-type: none"> • Links to British Values • Learning right from wrong • Non-negotiables • Learning about repercussions
Respect all others, and the world around me.	Pupils will value people for whom they are and develop empathy within a diverse world. They will actively care for their local environment and the wider world.	<ul style="list-style-type: none"> • Diversity and equalities / protected characteristics • Environment / eco-warriors • Citizenship / Global citizens

7. Roles and responsibilities

7.1 Head of HEAL 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 within the HEAL provision and reviewing their effectiveness.

The Head of HEAL 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 the Director of Education Operations and Managing Director of Education on its effectiveness.

The Head of HEAL 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 Head of HEAL to notify the parents/carers and the Local Authority on these occasions in accordance with Local Authority guidelines.

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

The Head of HEAL 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

Behaviour management and teaching methods have a significant influence on pupils' behaviour as pupils need a calm and purposeful learning 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.

Each pupil's designated teacher provides pastoral and learning support for each pupil and works to develop and maintain relationships with parents/carers and assist with any behaviour plans that have been put in place in liaison with the head teacher. Teachers 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 within HEAL. Staff aim to ensure the following:

- Pupils are aware of lesson 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.
- The teaching space is 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 of any individual behaviour plan.

7.3 Parents/Carers

HEAL 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 parent/carer encouragement and support to participate fully and positively in both their schoolwork and in the wider community. The school aims to build a supportive dialogue between home and school and will inform parents/carers of any concerns about their child's welfare or behaviour.

Expectations for pupil behaviour are set out in detail on admission to the school. Parents/carers and pupils are asked to show their agreement to the expectations laid out in the 'Behaviour Guidelines'.

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

- Clear, open communication channels
- A behaviour guidelines booklet, home-school agreement etc.
- Home-school liaison, contact via home / schoolbooks or by telephone, text, email or letters.
- Parents/carer meetings, statutory and transitional review meetings
- Invitations for parents/carers to attend special events.
- Attendance at multi-agency meetings with external agencies and parents/carers.
- Support offered to parents/carers around EHCP reviews, behaviour management within the home etc.

7.4 Pupils

The pupils have a central role in shaping and promoting HEAL's Behaviour Guidelines and in supporting the staff and other individuals. Unacceptable behaviour can be changed through the concerted actions of all pupils, staff, and parents/carers 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 when they are with others and when working individually.

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

8. Rewards and sanctions

8.1 Positive behaviour management

HEAL 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 teacher has a specific plan for managing the behaviour of each pupil during lesson time and during other activities. These plans have been drawn up by the staff and have the approval of the Headteacher.

Pupils are informed of the rewards, sanctions, and expected behaviours in school when they join HEAL and throughout the academic year.

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 ask permission to leave a teaching session.
- 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.

Lesson Expectations

The following lesson expectations to be agreed by each pupil:

- Be kind to others – to not hurt anyone.
- Talk respectfully, no swearing or using words that upset people.
- Take care of the learning environment, 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 lesson.
- Rewards will be given for following lesson expectations. Rewards might include the following
 - 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
- Achievement points recorded by Teacher.
- Personalised incentives as agreed with Head Teacher and parents/carers.

8.3 Behaviour guidelines for pupils in KS3 and 4

Overall Expectations

- To behave in such a way as to enable teaching, learning and social integration to take place.
- To be at lessons on time and ready to work.
- 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 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 switched off during lesson time.
- To help to keep the learning environment 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 also through the PSHE curriculum.

Classroom Expectations

The following lesson rules have been agreed by pupils:

- Enter the teaching room quietly.
- Listen to and follow instructions.
- Speak without shouting and use appropriate language.
- Ask permission to leave the learning room.
- Arrive punctually for each lesson or give a polite reason to the teacher if you are late. Be ready to work.

Pupils will know when their behaviour is acceptable by:

- Rewards achieved.
- Verbal praise.
- Postcards home.
- A whole school behaviour tracking system enables pupils to earn points. Points can be exchanged for items.

8.4 Reward schemes at HEAL.

Student rewards

Staff will work with students to develop reward schemes that work best for each individual pupil. Some HEAL students need regular short-term rewards, whilst other students like to work towards gaining a reward over time. HEAL students will be given an active voice in the reward process and will know what they are working towards.

Rewards might be given for many different behaviours. Examples are shown below.

- Respectful to staff & peers
- Following instructions
- Attended the lesson.
- Behaviour target (personal)
- Knowledge gained.

Rewards

Pupils can earn up to a maximum of £5 a week for positive behaviour during HEAL sessions. These may take the form of weekly rewards in the form of vouchers, termly or half termly rewards in the form of vouchers or a termly reward trip or activity. Rewards should be agreed with the student each term and expectations set.

Deductions for negative behaviour are also implemented as follows:

- **Absences:** Going off site/absconding
- **Dress code:** Non wearing of appropriate school uniform.
- **Expenses:** Damage to property
- **Health & safety:** Being unhealthy, climbing school fences.
- **Harassment:** Racism, homophobia, name calling, bullying, low level assault

9. Sanctions

Staff will always promote a positive working atmosphere. With the onset of undesirable behaviour staff will deploy diversionary tactics. Sometimes this will be sufficient to initiate the desired behaviour.

If measures are not successful, the HEAL's guidelines will be followed.

Time Out

There are occasions when a pupil's behaviour puts themselves at risk and necessitates the use of time out to a different space, where pupils can calm down and regain control of their behaviour and emotions.

The time-out option may be offered to a pupil by a member of staff, or a pupil may be directed to have some reflection time. In either case the aim is to allow the opportunity for the young person to regain control.

Pupils are always accompanied when taking time out. 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 any Sherwood techniques will be recorded on behaviour incident and physical intervention logs.

When in a time out situation, 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, 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 can return to the learning session.

10. 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 and feed directly into HEAL's Reward System.

Parental/carer 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 the Head of HEAL to identify and target persistent behavioural issues. Individual programmes may be implemented to address these.

11. 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/carers.

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

12. Emergency procedure

Extreme behaviour will be referred directly to the Head of HEAL or Managing Director of Education.

In the event of a child endangering themselves or others, the child will be escorted using Sherwood positive handling techniques, and if necessary, additional adults will be called to assist.

13. Physical restrictive intervention

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

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

HEAL's policy on restrictive interventions 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 restrictive strategies. In the majority of cases, it is safe for pupils to run into safe spaces to avoid the need for restrictive interventions. The positive use of touch is considered a beneficial strategy, e.g., help hug, guided walk, reassuring touch.

Physical interventions may be considered necessary in the following situations:

- When a pupil's behaviour is putting 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 onto the road or when 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 pupils' school placement.
- When it is necessary to prevent a pupil from leaving the venue, allowing the pupil to leave would risk their safety or lead to behaviour that disrupts their own learning.
- When a pupil is behaving in a way that seriously disrupts an event or 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 session. (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 the session 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 others, or of damage to property.
- Should restrictive intervention be necessary the well-being of the pupil will be of paramount concern and the physical intervention 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 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 a 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.

See additional advice in Horizon Education and Care Restrictive Physical Intervention Policy.

For pupils for whom physical interventions are likely to be required due to their specific needs, a Behaviour Intervention 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 Positive Intervention and receive refresher courses to ensure the updating of knowledge. Horizon employs a team of Sherwood PI instructors that are always available for advice on guidance.

Although it would be envisaged that restrictive interventions would be used in situations where a plan had been written, it is important to recognise that there will be times when circumstances dictate immediate responses to a situation to keep the pupil, 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 learning environment causes significant anxiety for staff. Staff should share that responsibility by informing the Head teacher and Operations Director. Once it is established that a pupil has left the learning environment 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 the Head of HEAL. Following an incident of a pupil absconding from the HEAL session plans and risk assessments will be amended to include this identified risk.

Following an intervention where positive physical restraint has been necessary, the incident will be recorded on an incident form on Engage.

In the event of an incident involving an injury to a member of staff then the staff member should also complete an accident form.

All PIs are reported to Horizon SLT and are checked against historical data to ensure overuse of PI's trends and misuse.

14. Truancy

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

All unsatisfactory patterns of attendance will be dealt with through the structures outlined in the Attendance Policy.

15. 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 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.

16. 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:

- 'Open Door' policy at the school
- Parent/carer workshops

- Signposting to other agencies
- Advice and guidance from school staff.

17. 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 need driven basis.

Appendix 1: Serious incident protocol

Protocols for all Staff following a Serious Incident involving aggressive behaviour towards Staffing the event of a Serious Incident involving an injury to a member of staff:

- Remove pupil from the incident.
- Reassure others and ensure all involved are safe. Get back to normal as quickly as possible.
- If appropriate, offer support to the members of staff and take them away from the scene of the incident. This will be done by the regional lead teacher.
- Inform the Head teacher or Education Operations Director who will assess the situation and take the following steps, as necessary,
- Ensure that the member of staff seeks medical advice where necessary.
- Ensure any injuries are recorded in Engage.
- Provide the members of staff with a quiet space to go and offer colleague support. Arrange the cover as required.
- Following a 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 the hospital. Please see First Aid Policy for further guidance on when to call an ambulance.
- Organise for a Serious Incident Form to be completed and take witness statements from other staff and if required, other pupils.
- Organise for welfare check call from ER department.
- 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 of HEAL decide on the appropriate response for the pupil. 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.
- The Leadership Team (SLT) to collate witness statements and staff accounts before making a decision about further sanctions.
- Head of HEAL to inform relevant staff of any decisions that have been made and this to be cascaded.
- Head of HEAL / teacher to inform parents/carers of these decisions.

Follow Up

- Individual Behaviour Plan for the pupil to be written or amended in consultation with the Class/Form Teacher and Behaviour Team and shared.
- A Risk Assessment to be updated/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 members are to be offered contact details of the confidential staff counselling service and guided to the supported services for staff booklet.

Appendix 2: Behaviours and consequences

Heal School Behaviours & Consequences

All consequences will be challenged by staff and any incidents will be reported to parents and carers by M Edwards or E Hunter where appropriate.

As well as the issues below, pupils can be given a consequence that relates to their actions.

These should be logged onto Engage and recorded on the appropriate form by the end of the day.

These will be discussed during daily debrief and follow up actions will be identified.

These are expected behaviours of pupils and positive encouragement following school rules should be used.

Issues	Expectations	Consequences/Action
Prohibited items	Pupils should not use personal electronics in sessions including mobile phones, headphones, smart watches. Items such as aerosols and cigarettes should not be brought into sessions.	Encourage the pupil to hand in the items and if they do no further consequence. Reported to parents/carers if continued Behaviour points not earned. Individual work with a member of the pastoral team if continued
Absconding	Pupils to remain under supervision and in site of staff	Rewards may be reduced. Possible Police action Meeting with parents/carers
Respect	Pupils treat everyone with respect, both staff and pupils.	Verbal apology to be made. Letter of apology Reported to parents/carers if continued
Discrimination	Pupils to not use words or actions which show discrimination or prejudice against others.	Reported to parents/carers and meeting held if continued. Meeting with Deputy Headteacher and/or Headteacher Reported to local authority and / or police dependent on severity of incident
Lateness / Punctuality	Pupils are to be ready to learn at the start of the session. Pupils to be on time for all sessions	Time to be made up elsewhere. Loss of reward Pupil to complete catch up work
Smoking	Pupils are prohibited from smoking during sessional hours	Parents and/or carers will be notified. Referral to outside agencies for stop smoking support
Drugs / drugs paraphernalia	Drug taking / being under the influence of drugs or bringing drugs onto the premises is strictly prohibited and is a criminal offence.	Police will be called. Parents / carers will be called. Meeting with Deputy Headteacher and/or Headteacher Exclusion (fixed term / permanent depending on severity)

		Referral to outside agencies for support
Cigarettes / Lighters	Pupils are prohibited from bringing smoking items onto the school premises	Parents /carers will be called. Items to be handed in. Work to be completed based around fire safety (if necessary) Referral to outside agencies for stop smoking support
Fire setting	Fire setting is not tolerated	Possible emergency services dependent upon seriousness Meeting with Deputy Headteacher and/or Headteacher Work to be completed based around fire safety. Parents/carers will be called. Possible exclusion
Lesson refusal	Pupils are expected to attend all lessons	Give pupils a time limit to turn around refusal. Behaviour / engagement points will not be earned. Send work home at the end of the day. Catch up on missed work. Possible intervention plan to be put in place if persists
Damage to property	Pupils are expected to respect all property. (Building, resources, outdoors) Damage to school property including graffiti is not acceptable.	Pupils may be invoiced an amount agreed by the Deputy Headteacher and/or Headteacher. Pupils to fix the property damaged in their own time (after school/lunch time) Parents and/or carers to support this. Possible exclusion Possible police action
Failure to be respectful of the school environment	Pupils are expected to tidy up after themselves in sessions.	Pupils are given the opportunity to correct their behaviour. Reminder of Heal rules and responsibilities.
Bullying	Bullying is not tolerated in school.	Work on bullying to be undertaken in sessions Follow bullying procedure meetings. Meeting with parents/carers Enforce positive behaviour and anti-bullying policies. Possible exclusion Possible police involvement
Safety in cars including seat belts	Pupils to follow all car safety rules	Reported to parents/carers. Individual sessions based around car safety. Allocated seats during travel Public transport to be used.

		Car ban for a period of time for activities / public transport to be used
Kitchen	Pupils to always follow kitchen safety rules	Reported to parents/carers. Individual sessions based around kitchen safety. Theory lessons to replace practical lessons
Refusal to leave area.	Pupils are expected to always follow instructions. Pupils to be mindful of health and safety	Give pupils a time limit to turn around refusal. Possible intervention plan to be put in place if persists. Reported to parents/carers
Climbing	Pupils are expected to keep themselves safe and always follow instructions.	Encouraged to come down safely. Planned ignoring. Reported to parents/carers. Individual sessions with tutor around keeping safe. Adaption of IBSP / RA to provide alternative when pupil is in distress / flight
Inappropriate language	Pupils are expected to be respectful and not use abusive language	Reminder of school rules and responsibilities Apology from pupil (verbal/written)
Assault	Pupils to understand assaults are not permitted. (Either on pupils/staff)	Reported to parents/carers. Possible emergency services dependent upon seriousness Meeting with Deputy Headteacher and/or Headteacher Reminder of school rules and responsibilities Possible physical intervention Letter of apology/verbal apology Restorative meeting Possible exclusion
Unacceptable behaviour in public	Pupils to be made aware of what is acceptable behaviour in public	Reminder of school rules and responsibilities Possible intervention programme put into place.