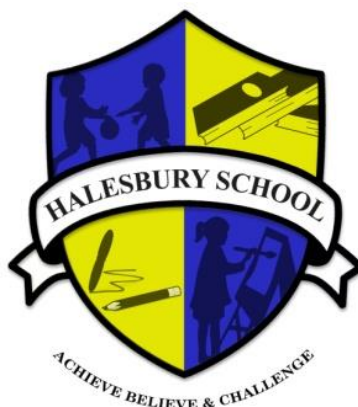


HALESBURY SCHOOL



BEHAVIOUR MANAGEMENT and POSITIVE HANDLING POLICY

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team	✓		
Teachers	✓		
Teaching Assistants	✓		
Administrative Staff	✓		
Curriculum support	✓		
Lunchtime Supervisors	✓		
Site Manager	✓		
Cleaners		✓	
Governors	✓		
Parents	✓		
Website	✓		
Local Authority	✓		

Responsibility of	Head Teacher
Review frequency	Annually
This version agreed	January 2024
Next review date	January 2025

Contents

1. Aims	3
2. Legislation, statutory requirements and statutory guidance	3
3. Definitions	3
4. Bullying	4
5. Roles and responsibilities	5
6. School behaviour curriculum	7
7. Responding to behaviour	7
8. Serious sanctions	25
9. Responding to misbehaviour from pupils with SEND	29
10. Supporting pupils following a sanction	30
11. Pupil transition	30
12. Training	30
13. Monitoring arrangements	30
14. Links with other policies	31

1. Aims

This policy aims to:

- › Create a positive culture that promotes good behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils, while acknowledging the differing approaches required to meet individual needs
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour in schools: advice for Head Teachers and school staff 2022](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [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 gives schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments

- Sexual jokes or taunting
 - Physical behaviour such as 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
 - Racist, sexist, homophobic or discriminatory behaviour
 - Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Ethos - Halesbury School is committed to providing a caring, friendly and safe environment for all of its pupils so they can learn in a relaxed and secure atmosphere. It reflects a belief that bullying is not acceptable under any circumstances (zero tolerance) and that it is best prevented through the development of a school ethos based on mutual respect, fairness and equality.

Safeguarding – Through our well established safeguarding processes, we prioritise the rights of all children to learn in a safe space and promote their welfare.

Training - We invest time and resources in the prevention and management of bullying. This is achieved by providing staff with advice, training and the support necessary to manage it with confidence.

Peer support - Selected pupils at Halesbury will be trained as Anti-Bullying Ambassadors whenever the Diana award is available.

Policy - The measures in place to prevent all forms of bullying (including cyber-bullying, prejudice-based and discriminatory bullying) are set out in our Anti-bullying Policy, including details as to how this is achieved.

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for:

- › Reviewing and approving the written statement of behaviour principles
- › Reviewing this behaviour policy in conjunction with the Head Teacher
- › Monitoring the policy's effectiveness
- › Holding the Head Teacher to account for its implementation

5.2 The Head Teacher

The Head Teacher is responsible for:

- › Reviewing this policy in conjunction with the governing body
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour

- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from CPOMS and in the Bound and Numbered Book is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to individual behavioural needs
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly on CPOMS and in the Bound and Numbered Book where positive handling techniques have been used
- › Encouraging and supporting pupils to meet the school's expectations

The senior leadership team (SLT), Behaviour Support Worker and Behaviour TLR will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

During their time at Halesbury School, pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with individualised pastoral behaviour support where needed.

Pupils will be supported to develop an understanding of the school's behaviour expectations.

Where extra support is needed, an Individual Behaviour Plan will be implemented. Goals will often include home-school targets to improve consistency of approach between home and school.

6. School behaviour curriculum

Halesbury School's approach to creating a culture that promotes good behaviour and achievable goals are set out in our school rules, which are as follows:

Pupils are taught to:

1. Keep hand, feet and comments to yourself.
2. Follow all instructions given by an adult.
3. When an adult or pupil speaks everyone listens.
4. Enter and leave the classroom quietly and sit in your own places.
5. Remember that when you walk down the corridors other pupils are still learning.
6. Mobile phones and any other electronic equipment should be left at home. (If needed for any other reason Key Stage 4 should hand their phones into the office in the morning.)
7. Respect everyone in school whatever their differences.

It is to be expected that adjustments in expectation are made to ensure all pupils can meet behavioural expectations. As an example, our youngest pupils are taught through free-flow play, and therefore do not have their own places, but a child who needs their own space will be given what they need and others are taught to respect their space.

6.1 Mobile phones

Halesbury policy is that all mobile phones and any other electronic equipment should be left at home.

Pupils who are learning to travel independently are encouraged to have a mobile phone for the journey to and from school for safety reasons and the need to communicate in an emergency, but should hand their phone into the office or to class staff as soon as they arrive on site, and collect them from staff before journeying home.

Mobile phones, whether owned by pupils, staff, visitors or contractors are brought onto the school site at the owners risk, and the school holds no responsibility in any case of loss or damage.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our [child protection and safeguarding policy](#) for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour is rewarded in a way which is meaningful to the age and ability of the children in each class, or individually. Rewards may include:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Stickers, a token or increase on the class reward system, certificates or prizes
- Positions of responsibility, such as being entrusted with a particular role, decision or project
- Whole-class or year group rewards, such as a popular activity

7.4 Responding to misbehaviour

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Behaviour incidents are logged on the school CPOMS system, and in the Bound and Numbered Book where positive handling techniques have been used with a pupil.

The Bound and Numbered Book is held securely in Mr Smart's classroom and shall be completed as soon after the incident as possible and in any instance within 24 hours.

Due to the wide variety and complex needs of the pupils at Halesbury, additional and individual expectations within the classroom and/or groups are negotiated between the staff members and the pupils which reflect:

- Each pupil's history prior to admission to the school
- The pupil's patterns of behaviour and the 'triggers' that cause negative behaviours
- The level of understanding of each pupil
- The pupil's response and possible actions towards 'authority'
- The pupil's responses to their peers.

The rules are adapted and adopted by each class according to their ability to understand and apply them, but whatever rules are applied, they are fair and consistent and reflect the responsibilities of the pupils. We help pupils to understand them as existing for their general benefit both as individuals and as a group. Where able, the pupils are given every opportunity to be involved in the decision making process as to whether the rules are fair and appropriate and review them in the School Council and/or Tutor group sessions as it is agreed that any set of rules are more effective when they are owned and accepted by those using them.

Halesbury School strives to build self-esteem and increase the awareness of its pupils to the needs of others. Abusive, racist or sexist comments are unacceptable and will be challenged. The school believes that all those who live, learn and work in the school have a responsibility to treat others as they would wish to be treated and the staff will work in an anti-discriminatory manner to achieve this.

Primary prevention is achieved through effective MAPA/CPI training to develop 'staff expertise in working with pupils who present challenging behaviours (DoH/DfES RPI Guidance (Prevention)). Each pupil who presents risk has his or her own Individual Behaviour Plan, which includes regular target setting to improve behaviour and risk assessments, which outline the level of risk depending upon the activity or behaviour. Behaviour plans are designed as a working document and as such are liable to alteration. Any significant alterations to individual plans will be notified to all those involved with the pupil. All staff are familiar with the plan and any related risk assessments, which should be reviewed on a regular basis and amended accordingly. In addition and in compliance with the DoH/DfES RPI, Positive Handling Plans should include:

- Any known medical conditions, e.g., diabetes, asthma, epilepsy, etc.
- Trigger Areas – common places/times known to lead to Positive Handling
- Trigger Behaviours – behaviours/situations known to lead to Positive Handling. Such information will enable staff to be aware of environmental factors and the potential hazards that may be prevalent; if there is a physical stimulus that is provoking the pupil's responses that can be removed and whether the physical boundaries provide sufficient security
- is the pupil known to assault staff, peers or damage property
- Preferred Supportive Strategies - effective supportive strategies known to defuse situations or behaviours
- *Preferred Positive Handling Strategies - effective responses/holds*
- Success Criteria – what strategies can be developed to avoid holding situations?
- Recording in the Bound and Numbered Book
 - Evaluation/de-brief
 - Resolution Meeting, etc.
 - Names/signatures of all involved.

It is recognised that many of the pupils of Halesbury School find difficulty in managing their anger. The reason(s) for this could include that they have:

- Been victims of abuse or neglect
- Felt or feel a sense of rejection
- Low self-esteem
- Not experienced consistent levels of care and attention
- Difficulty trusting adults

- Medical conditions, i.e. ADHD which contribute to their poor behaviour
- Frequently experienced periods of failure throughout their educational career.

In addition to the above, some pupils may have been or are involved in criminal activities including alcohol or drug related incidents; acts of vandalism and assaults on others and actions that have brought them to the attention of the Police and the courts.

Mental Health Considerations

Halesbury School's approach to behaviour and mental health is also part of a consistent whole-school approach to mental health and wellbeing. Staff are aware of how mental health problems can underpin behaviour issues, and this awareness means they are able to support pupils effectively.

Strategies for avoiding incidents

Staff at Halesbury, through regular MAPA/CPI training, possess the skills to adopt effective strategies to defuse potential instances of conflict or aggression. It is the ethos of Halesbury School to use de-escalation strategies and only resort to physical intervention strategies when de-escalation has been unsuccessful. Addressing situations in their infancy can be invaluable in managing potentially extreme behaviours. In line with the DoH/DfES RPI Guidance, secondary preventative strategies are applied when 'primary prevention has not been effective'. These measures include:

- **Communication/verbal advice and support** - Early intervention needs to be assertive but non-confrontational. If pupils are spoken to in the mode of 'critical parent', a negative response is likely. Awareness of tone of voice, body posture and eye contact is important as communication needs to be non-threatening, calm and assured. Staff should attend to a pupil when they are showing signs of agitation/distress/anger and support/advise them according to the situation.
- **Affection** - for the angry pupil whose behaviour is rooted in their insecurity, it is important that they feel accepted and respected as individuals.
- **Reject the behaviour not the person** by showing that you care despite the difficulties.
- **Distraction/redirection** – is the action of diverting the pupil's attention from a potentially inflammatory situation to something in which he has an interest.
- **Reassurance** – is about supporting, comforting and encouraging a pupil in a situation in which they might be feeling helpless, vulnerable, possibly defenceless and exposed to a risky environment.
- **Planned ignoring** – at times, highly provocative and attention seeking behaviour can be ignored to good effect. The skill is knowing when to ignore and when to intervene. Good practice is based upon Risk Assessment.
- **Time out** – this is to allow a pupil 'space' on their own; to move to a different environment with time to calm down and consider their actions. The pupil is more likely to calm down without the attention of an audience.
- **Withdrawal** – which involves removing the pupil from the situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This could be in a Quiet Room; with the Head teacher or the SLT Office.
- **Humour** – possibly the most effective and most commonly used strategy. Although self-explanatory, staff should make sure the humour is used in the right context for the particular pupil.
- **Calm talking stance** – staff should endeavour to maintain a calm, confident and objective approach in conflict situations.
- **Negotiation/being objective** – the ability to listen and talk to pupils and come to an agreement by setting limits and offering options. This will allow a 'back door exit' from the situation that will help keep their pride and dignity in tact as well as that of the staff member(s) involved.
- **Transfer adult** – if there is an incident where the adult present is seen to be aggravating the situation, it should be assessed as to whether moving the adult out of sight might defuse the situation. This should be done, if possible, leaving enough staff to control the situation.

- **Success reminder** – remind the pupil of a previous occasion when they successfully managed a volatile situation of a similar nature. If they are feeling particularly low, look to remind them of something they did in the past that made them happy/proud/feel good.
- **Support through daily routine** – a bored pupil is more likely to present with negative behaviours and therefore a strong daily routine of active engagement in the classroom and in social times, reduces their need to act out inappropriate behaviours.
- **Physical intervention** – is an approved management strategy but should be used as a last resort when all of the above strategies have been exhausted.

The aim of the staff of Halesbury School is to provide an environment that is safe and secure and through a 'whole school approach' to behaviour, be able to minimise the need for Positive Handling. However, any situation that threatens the safety of the pupil, their peers, the staff team or the fabric of the school, will be responded to in a method that is appropriate, reasonable and proportionate whilst limiting the damage to those concerned and enabling the pupil to recognise the possible need for physical intervention and how they will be supported in acknowledging their anger; how this affects others and the strategies that will be put in place to help them manage their negative behaviour.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

It is always our first priority to provide positive support for those with behavioural needs, but there are inevitably occasions where sanctions are needed. The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- › A verbal reprimand and reminder of the expectations of behaviour
- › Sending the pupil out of the class to 're-set'
- › The temporary restriction or withdrawal of privileges such as leisure activities
- › Letter or phone call home to parents/carers
- › Make-up lost lesson time
- › Close supervision at break times
- › Loss of privileges – for instance, the loss of a prized responsibility or an I.T., vehicle or sports equipment ban
- › Referring the pupil to a senior member of staff
- › Internal exclusion
- › Fixed term exclusion
- › Permanent exclusion
- › Suspension
- › Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

The 'Use of Reasonable Force 4/2012' Guidance is aimed at Governing Bodies, Head teachers and staff in all schools. The Key Points are as follows:

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action

- Suspension should not be an automatic response when a member of staff has been accused of using excessive force
- Senior school leaders should support their staff when they use this power.

When can reasonable force be used?

- To prevent pupils from hurting themselves or others; from damaging property or from causing disorder
- To control or restrain pupils
- To enable staff members to use their professional judgment when deciding whether or not to physically intervene whilst taking account of individual circumstances

Schools can use reasonable force to:

- Remove a disruptive pupil from the classroom or an activity outside of the school day, where they have refused to follow an instruction
- Prevent a pupil behaving in a way that disrupts a school event; a school trip or visit.
- Prevent a pupil leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil or to stop a fight
- Restrain a pupil at risk of harming themselves through physical outbursts.

The purpose of Permissible Forms of Restraint is:

- To restrain the pupil who has lost his self-control and hold him until anger passes and self-control is regained
- To alleviate the significant risk that pupils are exposing themselves and/or others to by being 'out of control'
- To demonstrate to the pupil that adults are able to support and manage what appears to be uncontrollable anger using the minimum amount of force necessary to contain the situation.

Escorts and Interventions

If a situation develops that requires physical intervention and where the adult(s) need to assume control, staff should be aware of their surroundings and ensure that they do not apply an escort or method of physical intervention where there is limited space, e.g., on the stairs or where they expose themselves or the pupil to unnecessary risk of injury due to the environment.

The staff of Halesbury School are trained in the MAPA/CPI method of safety intervention which is designed to give an effective culture of safety within the school environment. The MAPA/CPI guiding philosophy is based on the following:

- Care – respect, dignity, empathy, person-centred
- Welfare – maintaining independence, choice and wellbeing
- Safety – protecting rights and minimising harm
- Security - safe, effective, harmonious and collaborative relationships

MAPA/CPI uses the crisis development model which recognises a series of behaviours that an individual may display during a crisis moment and the related staff attitudes and approaches that are used to deescalate distress behaviours.

Details are given below of the escorts and interventions that can be applied when all other methods of Behaviour Management have been exhausted. The staff team are aware that any physical intervention is only to be as a last resort after all other trained avenues have been used. Ongoing training for all staff includes an annual refresher course for basic MAPA/CPI techniques and half termly review sessions for both the Teaching and Care staff teams with the Behaviour lead. These review sessions provide the opportunity for staff to reflect on incidents that they have been involved in and to explore other strategies that might have been more effective.

All situations should initially be managed by staff with the minimum degree of physical intervention, whenever possible. There will be occasions when gentle guidance/removal from a situation is all that is needed. This is not a hold or a restraint as the pupil can move away freely, if they wish.

The main physical intervention techniques that are used in Halesbury are illustrated below:

SAFETY INTERVENTIONS | **Disengagement Skills**

Key Principles

Position - Posture - Proximity

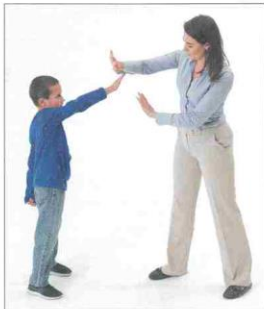
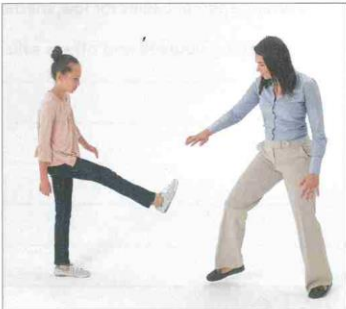
Biomechanical Benefit

Principles of Disengagement

- **Hold and Stabilise** (limit the range of motion)
When someone is holding you, they may simply need your attention, reassurance, or stability. Hold and Stabilise allows you to limit the person's movements and prevent harm.
- **Pull/Push** (move in opposite directions)
Pulling and pushing at the same time in opposite directions weakens the person's grip while minimising any pain or injury.
- **Lever**
Combining momentum (energy and speed) with movement (rotation) around a single point (e.g., elbow, shoulders, and hips) creates linear and angular motion which is more effective and efficient than Pull/Push.

Key Themes to Consider With Safety Intervention

- Duty of care (actions and omissions to do no harm) with the best interests of the person in distress.
- Any actions must be reasonable and proportionate to the behaviour.
- Safety interventions must be the last resort and least restrictive.
- The risks of doing something balanced with the risk of doing nothing.
- You must uphold the person's human rights.
- You are obligated to reduce use and prevent the misuse and abuse of safety interventions.

Strikes
Any weapon making contact with a person.

42 :: crisisprevention.com :: PWKB0218



CAUTION: The safety interventions represented in this module should only be learned and practised under the supervision of a CPI Certified Instructor. The images of these interventions shown here are intended as a point of reference and represent only a snapshot of the process required to execute the skills and principles. Any attempt to learn these skills and principles from the images or descriptions, or use them without proper instruction, may result in injury.

Wrist



Hold and Stabilise



Pull/Push



Lever

Clothing



Hold and Stabilise



Pull/Push



Lever



CAUTION: The restrictive interventions represented in this module should only be learned and practised under the supervision of a CPI Certified Instructor. The images of these interventions shown here are intended as a point of reference and represent only a snapshot of the process required to execute the skills and principles. Any attempt to learn these skills and principles from the images or descriptions, or use them without proper instruction, may result in injury.

Principles of Holding: **Young Person**

Seated



Low-Level Restriction



Medium-Level Restriction



High-Level Restriction

Standing



Low-Level Restriction



Medium-Level Restriction



High-Level Restriction



Further Reading and Personal Reflection

Once you have practiced all these interventions, your Instructor will set up a scenario where you will identify and correctly respond to a medical emergency as part of your competency assessment. Ensure you read the appendix 'Risks of Restraint' in your workbook so you know what the risks are, can identify the medical emergency warning signs, and importantly, know what action to take in a medical emergency.

Principles of Holding: **Children**

Seated Chair



Low-Level Restriction



Medium-Level Restriction



High-Level Restriction

Seated Floor



Low-Level Restriction



Medium-Level Restriction



High-Level Restriction

Standing



Low-Level Restriction



Medium-Level Restriction



High-Level Restriction

Hair



Hold and Stabilise



Pull/Push



Lever

Neck



Hold and Stabilise



Pull/Push



Lever

Body



Hold and Stabilise



Pull/Push

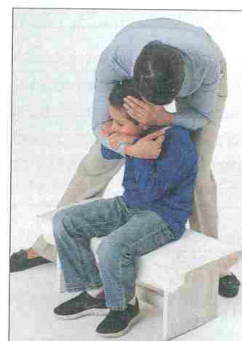


Lever

Bite



Hold and Stabilise



Pull/Push



The DoH/DfES RPI (Risk Assessment) clearly defines the risks involved in applying

'restrictive physical intervention' and the staff through MAPA/CPI training, are skilled in taking the appropriate steps to minimise the risks of injury, pain or distress to both staff and pupils in line with the Guidance.

Standard 12.5 requires that 'All children and staff are given an opportunity to discuss with a relevant adult incidents of restraint they have been involved in, witnessed or been affected by'. Standard 12.6 requires that 'A written record is kept of major sanctions and the use of physical intervention.....The record is made within 24 hours of the sanction being applied and is legible. Children are encouraged to have their views recorded in the records. The school regularly reviews any instances of the use of physical intervention restraint and examines trends or issues to enable staff to reflect and learn in a way that will inform future practice'. (National Minimum Standards 2011)

The school complies with this requirement with a process that provides support, supervision, repair and reflection for all involved. The Education Team holds a Resolution Meeting between the staff member(s) involved, a senior manager and the pupil to review the incident: what could have been done differently? What was learnt from the situation? How to move forward and whether a sanction should be imposed.

SLT and the Behaviour TLR will meet with those involved to discuss the incident; explore what led to the restraint; share alternative strategies to enable the pupil to manage their behaviour in the future to avoid being held and if a sanction is applied, assist the pupil to understand why this was imposed.

All staff should record any incident requiring physical restraint in the:

- Reports of Incidents Involving Physical Intervention (Bound and Numbered Book)
- Behaviour Log (if appropriate)
- CPOMS

All information should be signed and dated and if more than one member of staff is involved, their individual account should be recorded to give a full picture of the situation.

Police involvement may be required if there is a particularly violent incident that cannot be contained by the staff; if a pupil or member of staff is assaulted or significant damage is caused to the school as a result of the incident. In these situations, staff/pupils can exercise their right to press charges upon the pupil concerned and the school has a duty of care to support them in their decision. The parents/carers, Social Workers/Guardians, etc. must be informed if any pupil is arrested by the Police.

Pupils and staff need to be protected from any form of physical violence and the school believes that it is important that both staff and pupils recognise that most behaviours have consequences.

Whenever there is a need for a consequence to any given situation, it is vital that the sanction is:

- Understandable to the individual concerned
- Directly related to the incident
- Individualised – there should not be a prescribed tariff of offences and sanctions
- As close to the episode as possible
- Seen to be fair

Examples of acceptable sanctions include:

- The temporary restriction or withdrawal of privileges such as leisure activities
- Make-up time
- Close supervision at break times
- It, vehicle, sports equipment ban
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

No consequences should involve or lead to, the humiliation of a pupil and staff should ensure that they are able to retrieve their dignity and self-respect after the imposition of any sanctions.

Whenever a sanction has been applied, it is important that it is discussed fully with and is, as far as possible, understood by the pupil. Details of the incident and the sanction should be recorded in the appropriate books/logs.

7.6 Confiscation, screening and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Screening

No routine screening takes place at Halesbury School.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Head Teacher, or by the Head Teacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Head Teacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk

- › Consider whether the search would pose a safeguarding risk to the pupil
- › Explain to the pupil why they are being searched
- › Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- › Explain how and where the search will be carried out
- › Give the pupil the opportunity to ask questions
- › Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Head Teacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- › Any item of clothing that isn’t worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- › Hats, scarves, gloves, shoes or boots

Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of, including:

- › Desks
- › Lockers
- › Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- › Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- › If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school’s safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- › What happened
- › What was found, if anything

- › What has been confiscated, if anything
- › What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- › Act to safeguard the rights, entitlements and welfare of the pupil
- › Not be a police officer or otherwise associated with the police
- › Not be the Head Teacher
- › Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

Halesbury School uses a restorative approach to help the children in our care take accountability for their actions.

Restorative approaches focus on the accountability of actions and seek to repair any damage caused in a situation. These approaches may be used as part of a planned response to a relationship or discipline difficulty – they can help to change the emotional atmosphere of the school and lead to more positive relationships between pupils and staff. Rather than focussing on the pupil who broke the rules and how they should be punished, the school will consider the harm that has been caused and the needs of all those involved. The school will implement processes to prevent the behaviour from reoccurring and seek to reintegrate the pupil into the school and classroom community at the earliest time, when safe to do so.

The whole school focus is to reduce risk at every opportunity.

The principles that underpin Halesbury's Behaviour policy are:

- Ensuring staff communicate with pupils in a respectful and calm manner, reducing conflict and allowing them to lead by example.
- Emphasising the importance of staff using a calm stance and a 'de-escalation script' in a conflict situation. All staff should use the same script to ensure pupils experience consistency in the way that their behaviour is handled.
- Providing pupils with recovery time and a de-brief after a behavioural incident, to help them calm down.
- Completing a risk assessment for pupils who are more likely to behave in a way that could cause harm to themselves or others, e.g. because of previous behaviour incidents.
- Making staff aware of the importance of handling pupils in a safe and positive way, and being proactive in managing pupils' behaviour, e.g. by avoiding situations that might cause conflict.

Ensuring staff understand the importance of recording all behavioural incidents in the same place, e.g. CPOMS

However, there are inevitably some instances where sanctions must be used. Examples of acceptable sanctions include:

8.1 Close supervision at break time

This may take place inside the classroom, during break time with others, or by having a separate break time.

8.2 Make up time

A pupil may be required to remain in class during break time to make up for lost time during a lesson as a result of their own behaviour.

In this instance, pupils will always to eat lunch or break snacks.

8.3 Temporary withdrawal of privileges

Privileges could include a position of responsibility within the class, carrying out a particular role, temporary suspension from the Schools Council or removal of the r to make choices for themselves or others when

Leisure activities could be temporarily withdrawn where the pupil's behaviour makes it unsafe for them to attend, or where the pupils' behaviour significantly reduces the opportunity for others to access the sessions as intended.

8.4 Removal from classroom

In response to serious or persistent breaches, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful once they are able to focus, but it may differ from that being delivered in class..

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a familiar staff member, and will be removed for as short a period as possible.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head Teacher.

Our Behaviour Support Worker may be required to support where further intervention would be beneficial.

Pupils are reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class. The situation will be discussed with parents/carers,

- Meeting with parents/carers
- Provide home/school support for consistency
- Meetings with the Behaviour Support Worker
- Changes to support staff provision (e.g. upskilling, focussed time with the pupil, new strategies implemented by the Behaviour Support Worker)
- An Individual Behaviour Plan
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS.

8.5 Internal Exclusion

Pupils may be provided with a place to learn in school away from the rest of their class. A staff member will monitor the pupil at all times to provide support and ensure pupil wellbeing.

8.6 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Head Teacher and only as a last resort.

Please refer to our exclusions policy for more information.

At Halesbury School we aim to include, not exclude wherever possible. We approach all challenging behaviour in a positive, supportive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. Halesbury School recognises that exclusions from the school community, whether fixed term or permanent, are damaging to a pupil's self-esteem. They diminish the sense of belonging to the community. As such, they are used sparingly and only as part of an overall behaviour strategy which seeks to develop a culture of inclusion, ownership of and responsibility for one's own behaviour.

The school seeks to avoid permanent exclusions. These take place only for very serious incidents or when all other strategies have been tried and have failed over time. Fixed term exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline. For example, physical assault against a pupil or an adult and persistent

disruption to lessons come within this category. The physical and emotional health of our children and staff is our primary concern. Only the Head Teacher, or in his absence the Deputy Head Teacher, can exclude a child from school.

Reasons for exclusion:

- Serious breach of the school's rules or policies;
- Risk of harm to the education or welfare of the pupil or others in the school.

It will generally be as a result of a serious outburst of aggression or abusive behaviour towards self, others or school property. However, there are cases when a child with specific behavioural needs has had a cumulative effect on the learning of others. In order to address these needs, and to ensure that the learning of the majority is protected, the school may have no other option but to exclude.

At times the Head Teacher will decide not to use the extreme sanction of an exclusion but will decide that an Individual Behaviour Plan should be drawn up to try avoid the sanction of an exclusion in the future. This might be accompanied by an internal exclusion.

Fixed term (Temporary) exclusion

A fixed term exclusion will be for the shortest time necessary.

Persistent or cumulative problems

Exclusion for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and behaviour management strategies.

Single incident

Temporary exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Head Teacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Head Teacher will check whether the incident may have been provoked, for example by bullying or racial harassment. If necessary the Head Teacher will consult the Chair of the Appeals Committee.

What happens about the child's education during this period?

For the first 5 days of exclusion, the school is responsible for setting and marking work for the child to complete at home. It is the parents' responsibility to ensure work is completed at home and returned to the school. It is during these first 5 days that the parent must ensure that a child is not in a public place, without reasonable justification, during school hours, or they can be prosecuted. If the exclusion is for longer than 5 days, the school should make provision for the child's full time education from the 6th school day.

Extending a fixed term exclusion

Sometimes, following further information coming to light, a fixed term exclusion can be extended. If this happens, a letter must be sent to the parents stating the reasons and stating the right to make representations to, or request a meeting with the Appeals committee. Should the exclusion exceed 45 days in one school year this may lead to permanent exclusion.

Permanent exclusion

A permanent exclusion is a very serious decision and the Head Teacher will consult with the Chair of Governors before enforcing it.

As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff;
- Possession or use of an illegal drug on school premises;
- Persistent bullying;
- Persistent racial harassment;

The decision to exclude lies with the Head Teacher.

If the Head Teacher decides to exclude a pupil, they will:

- Ensure that there is sufficient recorded evidence to support the decision;
- Explain the decision to the pupil;
- Contact the parents, explain the decision and ask that the child be collected;
- Send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion;
- The length of the exclusion and any terms or conditions agreed for the pupil's return
- In cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- Plan how to address the pupil's needs and integration back into their class on his/her return;
- Plan a meeting with parents and pupil on his/her return

Safeguarding

An exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

Behaviour outside school

Pupils' behaviour outside school on school business e.g. on school trips, at sports fixtures, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school.

Pupils with special educational needs and disabled pupils

The school must take account of any special educational needs when considering whether or not to exclude a pupil. We have a legal duty under the Disability Discrimination Act not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Head Teacher should ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

Marking attendance registers following exclusion

When a pupil is excluded temporarily, he/she should be marked as absent using Code E.

Managed move

In cases where the Head Teacher and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent has treated the school or members of its staff unreasonably, the Head Teacher may require the parents to remove the pupil at the end of a term. This is not exclusion and in such cases the Head Teacher may assist the parents in placing the pupil in another school.

Removal from the school for other reasons

The Head Teacher may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time.

Procedure for appeal

If parents wish to appeal the decision to exclude, the matter will be referred to the Appeals Committee. Further information on exclusions can be found in: "Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion" DfE February 2015.

Halesbury School operates a comprehensive inclusive system where all children are welcome regardless of their race, religion, culture, sex, ability or disability, social background etc.

No consequences should involve or lead to, the humiliation of a pupil and staff should ensure that they are able to retrieve their dignity and self-respect after the imposition of any sanctions.

Whenever a sanction has been applied, it is important that it is discussed fully with and is, as far as possible, understood by the pupil. Details of the incident and the sanction should be recorded in the appropriate books/logs.

Unacceptable sanctions

- Physical punishment or the threat of physical punishment
- Deprivation of food/drink
- Removal of clothing and the requirement to wear alternative or inappropriate clothing
- Removal of footwear. The exception being that there needs to be an identified danger to staff and recorded on the pupil's behaviour plan
- The denial of contact with parents/carers or significant adults
- Withdrawal of communication with staff
- Withholding of medication, medical or dental treatment
- Humiliation or bullying by staff
- Applying the use of seclusion where a pupil is forced to spend time alone against his will in a locked room or a room he cannot leave
- Use force as a punishment as this action would fall within the definition of corporal punishment which has been abolished
- Use pain to gain compliance

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- › Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- › Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- › As all our pupils have an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- › Was the pupil unable to understand the rule or instruction?
- › Was the pupil unable to act differently at the time as a result of their SEND?
- › Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

- › Reintegration strategy
- › Daily contact with the Behaviour Support Worker
- › A personalised system of behaviour goals and rewards

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

All of our staff with regular, class based pupil contact are provided with regular training on managing behaviour, including training on:

- › The proper use of restraint
- › The needs of the pupils at the school
- › How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

A record of all staff training is monitored to ensure all staff have completed the relevant training.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusions and suspensions
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed from a variety of perspectives.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Head Teacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of Governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Equal Opportunities Policy
- Health and Safety Policy
- Child protection and safeguarding policy
- Mobile phone policy

Policy Written in conjunction with Mental Health and Behaviour in Schools. (Dept of Education Nov 2018)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf