Maplewell Hall School

Positive Behaviour for Learning Policy

Policy Created	**January 2016**
Governing Body Committee	**Full Governing Body**
Date of Next Review	**September 2018**

Positive Behaviour for Learning Policy

Date	Review Date	SLT Lead	Behaviour Manager	Nominated Governor
30/09/2017	**One year from Date**	**Rob Cooper**	**Georgina Smith**	**Roger Ivens**

The school's Positive Behaviour for Learning Policy is underpinned by the Engage Disengage Reengage: Positive Behaviour for Learning Framework (EDR).

Every minute of the school day is a learning opportunity and so the term 'learning event' is used in place of 'lesson' to identify distinct units of the school day.

This means that assemblies, social time, meal times, registration and review times, interventions and elements of personalized timetables, as well as after-school clubs, the residential provision, and trips and visits are all learning events.

One implication for this is that there must also be a teacher responsible for the learning event. For the purposes of this policy therefore, the word teacher, rather than simply identifying a member of staff with QTS, refers to the assigned member of staff for an individual pupil or a group of pupils during a learning event.

The definition of teacher has been widened to reflect all our staff's specific role as educators. This means that at different points in the school day a 'teacher' might be:

- The tutor;
- The subject teacher;
- An SSW, HLTA, or TA;
- A subject technician;
- An academic or pastoral LSA;
- Supply or cover staff;
- An unqualified teacher;
- A member of the Intervention or Behaviour Team;
- A coach or volunteer;
- A member of the playground or dining room duty staff;
- Any member of support staff working with pupils on work experience, for example; and
- Any member of staff assigned to work with identified pupils or groups of pupils.

Whilst it is the responsibility of all staff at Maplewell to challenge and report negative behaviour, the ultimate responsibility for the behaviour and safety of pupils is always that of the 'teacher'.

All staff may be required to take on this responsibility and all staff must therefore adhere to the details and spirit of this policy. Failure to do so may result in formal disciplinary proceedings and could ultimately lead to dismissal.

This Positive Behaviour for Learning policy will be reviewed annually and each year all staff will be briefed on revisions made.

Aims

This policy supports the school's aims as set out in the School Development Plan, 2014-16:

At Maplewell we aim to:

- Develop each pupil's potential to learn and to achieve;
- Promote all aspects of each pupil's development, preparing them to make a positive contribution to society and to have an understanding of their rights and responsibilities as citizens; and
- Encourage pupils to become independent, responsible, accepting and caring people with respect for the beliefs and values of others.

We are committed to:

- Ensuring that all our pupils receive the support they need to be physically and emotionally healthy;
- Increasing pupils' awareness and ability to keep themselves safe at school, at home, online and in the community;
- Working in ways that enhance pupils' confidence, resilience and self-esteem by encouraging them to take pride in themselves and their school and to value others for who they are;
- Providing opportunities for our pupils to make responsible choices within clear boundaries, to understand the effect their behaviour has on others, enabling them to become responsible for their own actions and increasingly independent;
- Providing our pupils with the relevant opportunities and experiences which will prepare them for their adult and working life; and
- Ensuring that the needs of pupils with autism are sensitively and effectively met.

Objectives

The objectives of this policy are:

- To promote positive behaviour;
- To develop pupil's social, communication and self-management skills;
- To promote pupils' respect for themselves, for others and for property;
- To prevent bullying;
- To ensure that pupils make academic progress;
- To regulate the conduct of pupils; and
- To introduce a consistent metalanguage to allow staff to communicate on behaviour in a clear and professional manner with each other, with governors, with parents and carers, with outside agencies and where appropriate, with pupils.

This policy outlines the school's expectations of staff:

- To report incidents of negative behaviour;
- To maintain accurate and up to date pupil records;
- To engage in on-going professional development to ensure their knowledge of pupils' identified needs, including autism, along with developments in behaviour management techniques, including physical interventions, are up to date;
- To establish strong, positive relationships with pupils, parents, carers, staff, governors and involved agencies;
- To communicate effectively and appropriately with pupils, using alternative methods where necessary for those with autism;
- To adopt non-confrontational approaches;
- To work within the ethos of the EDR framework;
- To operate within a legal framework and ensure the safety of all;
- To contribute to behaviour analysis, hypothesis setting, developing behaviour strategies and interventions, and planning and reviewing behaviour plans; and
- To carry out strategies and interventions set out in behaviour plans.

This policy also establishes protocols for:

- Screening and searching pupils – Appendix 3;
- Absconding (Missing Pupil Protocol) Appendix 4;

Training

The headteacher and governors of Maplewell Hall School have a Health and Safety duty to provide all staff with the necessary information, instruction, training and supervision to enable individuals to be safe.

As part of their induction, all new staff will receive EDR induction training delivered by experienced behaviour experts within the school's staff team on the law, current government guidance documents and the Duty of Care; communication strategies; the Use of Force; and the recording and reporting of

negative behaviour. These will be delivered as 6 week blocks within INSET beginning in September and January. This will ensure all staff understand the ethical and legal framework within which they operate and the school's ethos.

All staff will benefit from a regular programme of INSET training to further develop their skills, knowledge and understanding of behaviour appropriate strategies for developing positive behaviours and modifying negative behaviours.

Engage Disengage Re-Engage: Positive Behaviour for Learning (EDR)

Engage Disengage Reengage: Positive Behaviour for Learning is a framework developed at Maplewell.

The EDR framework is written to include the best elements of practice within Education, Health, Social Care and Personal Security settings.

EDR training ensures that all staff have access to up to date, relevant training, designed specifically for our workplace and the particular needs of our pupils and staff.

Engage

The Engage element of the behaviour training model refers to the strategies teachers use to engage pupils in the school community and in learning. Engage training includes:

- Metalanguage – Staff training includes sessions to help staff develop an accurate and consistent vocabulary of behaviour to assist in the identification of negative behaviours and in the formulation of hypotheses;
- Open Classrooms – Staff can develop their own skills through peer support by observing specific pupils in other learning events;
- Coaching – As part of the support provided through the lesson observation schedule, staff may be offered coaching support from colleagues to develop their skills in clearly identified areas;
- Sharing Good Practice – As part of the INSET schedule, regular opportunities to share good practice will provide staff with additional skills and knowledge training;
- Communication training – On the INSET schedule, annually all staff will develop their use of communication strategies to encourage behaviour for learning; and
- Teaching and Learning training;

Staff with particular training needs as a result of their specific subject area or role can apply for additional external training through their development plans. These plans should outline a very clear rationale for the training and how the training will improve teaching and learning.

Disengage

The Disengage element of the behaviour training model refers to strategies employed to manage escalating negative behaviour. This package of training will include:

- Restorative Practices – On the INSET schedule, annually all staff will attend training in Restorative Practices to ensure they have the knowledge and skills to be able to deliver Restorative Conversations and Corridor Conferences when required;

- Annual Personal Safety training – this training will teach staff psychological and physical techniques to keep themselves and others safe during a serious incident;
- Use of Force training – this training will teach the controls, guides and restraints specifically identified in pupil planning, to the staff working with the pupil. Where a risk has been identified, this training may include weapons' training;
- Conducting searches; and
- Manual Handling training – the physical act of moving and restraining pupils is a manual handling task and therefore manual handling training will be provided for all staff.

Re-Engage

The Re-engage element of the behaviour training model refers to strategies employed to re-engage pupils who are struggling to engage positively with learning and the wider school community.

Training will develop staff skills in boosting self-esteem, mediation and repair. This element of the training will also include training in writing accurate reports and planning documents, and the role of external agencies.

This package of training will include:

- How to conduct effective restorative conversations, conferences and mediation;
- Planning intervention activities to support pupils in a range of areas: Social Stories, Social Skills, Communication Skills, Self-Management Skills etc; and
- Accurate documentation – Training and INSET time will be provided to develop staff skills and enable tutor teams to update pupil records.

Supporting Positive Behaviour for Learning

Building Positive Relationships

Building positive relationships with pupils and between pupils is the first and foremost strategy for supporting Positive Behaviour for Learning because if these relationships are secure, displays of negative behaviour will be rare events.

Supporting Positive Behaviour for Learning is the result of the designated teacher's commitment and dedication to building positive relationships with groups of pupils and with each individual pupils within the group. Pupils are more likely to adopt Positive Behaviour for Learning habits if the teacher is able to demonstrate respect for each pupil and their individual needs and preferences by investing time in building those relationships.

The following list highlights some of the planned strategies that teachers should make use of to build these positive relationships.

Teachers should:

- Have high expectations of all pupils both for now and for their futures;
- Be non-judgmental towards students and give every student an opportunity to succeed regardless of their gender, race, religion, sexuality, socio-economic background, or family history;
- Plan and deliver activities during learning events which support the school's Preparation for Adulthood curriculum;
- Raise aspirations for pupils' futures by planning and delivering work-related learning opportunities;
- Take the time to talk to pupils about the things they are interested in;
- Actively engage with students during less formal learning events like social times and meal times;
- Apply school and classroom rules consistently to themselves, as well as to the pupils;
- Arrive on time;
- Meet and greet all pupils on entry to a learning event;
- Prepare and deliver engaging, accessible and meaningful learning events;
- Plan learning events that encourage co-operation and group work;
- Show their respect for pupils, by not talking about them in public;
- Demonstrate through their body language that school is a good place to be;
- Praise pupils for their efforts, not their skills, regularly;
- Engage with students in a manner that is neither threatening nor confrontational; and
- Apply alternative communication strategies where necessary for those pupils with autism.

Negative behaviour

Any behaviour that is not compatible with learning and progress during a learning event is deemed to be negative.

Negative behaviour is categorized in three levels of increasing seriousness: Inappropriate; Disruptive; Challenging.

Negative behaviour includes, but is not restricted to:

- Not taking part in a planned activity;
- Distracting others;
- Talking over the top of the teacher or designated speaker;
- Damaging property;
- Swearing;
- Defacing or destroying work;
- Being late for, or leaving learning events early;
- Ignoring or excluding others;
- Insulting or bullying behaviour;
- Discriminatory behaviour;
- Sexualized behaviour;
- Acting aggressively towards people;
- Absconding; and
- Acting in an unsafe manner.

The behaviour of pupils in any learning event is the responsibility of the timetabled teacher, or in their absence, the designated cover teacher.

Pupils across the school must know that negative behaviour is never acceptable and that all staff will consistently reinforce this message by challenging all negative behaviour.

Whilst there must be consistency in terms of all staff challenging all negative behaviour, the methods that teachers employ will be suitably differentiated to take account of the level of risk, the pupil's individual needs and abilities, and the context within which the negative behaviour is taking place.

Where pupils have a Positive Behaviour for Learning Support Plans, Risk Reduction Plan, or Risk Assessment in place, the timetabled teacher and support staff must ensure that they are familiar with the details of such documents, follow the strategies they outline, and regularly contribute new information to them through the pupil's pastoral LSA or Tutor.

The Learning Environment

An organized and tidy classroom environment encourages Positive Behaviour for Learning.

All equipment should be stored away when not in use. Cupboards and drawers should be labeled to help staff and pupils find the equipment they need. Broken or faulty equipment should be put away out of reach whilst awaiting repair or replacement. Equipment that could be used as a weapon, such as scissors, should be kept in secure storage and counted in and out at the start and end of learning events.

All learning events, equipment used and the rooms and spaces the learning events take place in should be risk-assessed. The timetabled teacher is responsible for ensuring appropriate risk assessments are in place.

Displays should be kept up to date. The walls around whiteboards should be kept free from displays to avoid unnecessary visual distractions. Specific rules for learning areas should be clearly displayed in a format that is appropriate for all pupils. The layout of desks should allow for safe movement around the room, with exits kept clear. There should be at least one work area for single pupils away from the others.

Rewards

We believe that pupils at Maplewell Hall School need to have immediate and regular re-enforcement of Positive Behaviour for Learning.

To facilitate this, the school operates a Token Reward Economy. Green "Caught Doing the Right Thing" tokens are the currency within this economy. Pupils are rewarded for effort and for their engagement with the school community. Green tokens can be awarded to pupils by any member of Maplewell staff, including supply staff and volunteers.

Each tutor group will have a banking system established within their tutor team to help pupils develop financial understanding along with helping them to manage their tokens.

Tokens can then be ‘spent’ on a variety of rewards of various sizes. Rewards can be bespoke or they can be taken from the Rewards’ Catalogue which is developed and maintained by house leaders as part of the house system. Tutors should keep a record of any bespoke rewards used in order for them to be added to the catalogue.

Teachers should use the green ‘Caught Doing the Right Thing’ tokens in a consistent way as an integral part of every formal learning event. All staff can however use the green tokens at any time of the day to reward Positive Behaviour for Learning.

In addition to the token economy, pupils should be rewarded as often as possible in other ways. Additional rewards may take the form of:

- a positive word;
- stickers and certificates;
- earned reward time;
- text message; or
- a phone call or a letter home.

Staff should be on the lookout for opportunities to reward pupils and be creative in the rewards that they offer. Rewards will often be linked to specialist interests particularly for those pupils with autism.

Positive behaviour is celebrated at the weekly achievements’ assembly. Key Stage assemblies also provide an additional event during which staff can celebrate pupil effort and achievement.

Learning Points

During each of the 5 daily curriculum lessons identified on every pupils’ timetable, pupils’ engagement with the learning is measured on a five point scale. These points are formally recorded by teachers on Go4Schools and form an important part of our monitoring of behaviour and pupil progress.

The school expectation is that pupils’ will earn 3 points per timetabled lesson for meeting expectations of conduct, behaviour and learning.

As a rough guide to the points’ system, teachers should refer to the following:

- 0 = The pupil absconded for the whole lesson, failing to meet any expectations for over 35 minutes of the 50 minute lesson;
- 1 = The pupil met expectations for a single 15 minute section of the lesson;
- 2 = The pupil met expectations for a total of 30 minutes of the lesson;
- 3 = The pupil met all expectations for the duration of the lesson;
- 4 = The pupil exceeded expectations; and
- 5 = The pupil’s conduct, behaviour and learning were exemplary and worthy of special praise.

Pupils who have met the minimum expectations for each short section of the lesson should be awarded a point, and a token may reinforce this as part of a ritualized and concrete acknowledgment of pupils’ engagement and effort. Teachers should build 3 opportunities, at

approximately 15 minute intervals of every formal learning event, to give pupils feedback on their Positive Behaviour for Learning. All teachers of formal learning events should consider how they will communicate the awarding of points during a learning event and may want to consider using the Blue Learning Points Tokens as part of their everyday teaching equipment. The use of Blue Tokens to support Positive Behaviour for Learning is not compulsory.

Teachers should avoid leaving the allocation of points to the end of the lesson and awarding 3s in a blanket fashion. Giving pupils regular and consistent feedback on points supports, rewards and encourages Positive Behaviour for Learning and helps avoid confrontation.

At the end of the lesson, teachers should use their professional judgment to decide if any of the pupils achieving 3 points or holding 3 tokens should be additionally rewarded for their efforts with a green 'Caught Doing the Right Thing' token.

On no account should teachers take away, or threaten to take away points which have already been awarded as a consequence for negative behaviour. Points are a record of negative behaviour and are not in themselves a consequence for it.

In some circumstances, disruptive or challenging behaviour may take place in a lesson after a pupil has already earned some of their learning points. In these situations, the learning points can be recorded accurately without taking points away, and the negative behaviour incident would be recorded separately. This would deduct points from the pupils' points tally without adding to the potential for confrontation.

Communication

If pupils begin to display negative behaviour in a learning event, the teacher's first communication with the pupil will go a long way to determining how the behaviour will evolve. Well-judged, timed and delivered verbal communication of expectations and choices vastly improve the chances of the pupil choosing to adopt positive behaviour for learning.

Teachers should make use of the following communication strategies. These strategies are detailed in appendix 5.

Refresh Strategies

If staff are proactive and engage with pupils who are at risk of behaving inappropriately before the behaviour escalates, then Refresh strategies can be very effective. They are particularly effective in less formal learning events like social times.

Refresh strategies include:

- Changing the topic of a conversation;
- Changing location;
- Changing the activity;
- Changing Focus; and
- Changing Personnel.

Refresh Strategies

Whenever staff choose to disengage negative behaviour, at whatever level and at all stages, they should **relax** and project a relaxed facade. There are two aspects to relaxing in situations where attempts are being made to disengage negative behaviour.

Firstly, all staff must take conscious steps to relax themselves. Staff should employ relaxed non-verbal communication strategies. This includes facial expressions; gestures; body language and posture; paralinguistics; proxemics; eye gaze; haptics; and appearance.

At more disruptive and challenging levels of negative behaviour and later in the process, staff may have to temporarily relax the demands placed upon the pupil. In class, this might require an alternative, easier task. In social situations this might include giving students additional take-up time and offering limited choices.

Relaxing is all about being non-confrontational and acknowledging the students' emotions as valid. These relax approaches to negative behaviours not only remind a student that the relationship with staff has not broken, they actually serve to strengthen that relationship.

- Smile;
- Say their Name;
- Parallel Praise;
- Stay Calm;
- Ask if they are OK;
- Blame Yourself;
- Acknowledge the excuses; and
- Assume Compliance.

Repeat Strategies

Moral decision-making and rational thought take place primarily in the frontal cortex. During times of increased stress, the amygdala takes over. Linked to the perception of fear and associated with aggression, the amygdala helps prepare the body to face perceived threats. This preparation is often referred to as "fight or flight" and comes with increased levels of adrenaline and raised heart rate. One other consequence is a diminished ability to process language. Basically, in focusing all of its attention on facing the perceived threat, the brain cannot process language properly.

Biological responses to conflict and perceived threat mean that it is even more important for staff to **repeat** simple requests and choices, and to avoid the instinct to rephrase instructions. With the ability to process language diminished, rephrased instructions will be interpreted as completely new instructions and serve only to confuse the message further.

- Take-Up Time;
- Keep It Short and Simple;
- Clock Watch;
- Offer Choices;
- Thank You.

Escalating Behaviour

Even the most skilled communicators will find that sometimes pupils will not be able to comply with rules and requests, and will continue to display negative behaviour.

Negative behaviour that interferes with effective learning is disruptive and must therefore be disengaged.

Restorative Conversations and Corridor Conferences

Once teachers have communicated their expectations and exhausted the Refresh and Repeat strategies above, the next step in the process for re-establishing positive behaviour for learning would be to host an informal restorative conversation or Corridor Conference.

A more detailed explanation of these restorative practices is to be found in appendix 6.

Challenging Negative Behaviour

Challenging Negative Behaviour is behaviour that presents a risk of physical or emotional harm to pupils or staff, or that risks significant damage to property.

If, despite all attempts to disengage the pupil from the negative behaviour using the strategies described above, behaviour becomes challenging, the teacher needs to take charge of the situation calmly and assertively to manage the risks appropriately and to ensure they are performing their Duty of Care. Failure to act could be considered negligent and lead to disciplinary proceedings.

In such situations, the teacher may need to employ some or all of the following strategies:

- **Direct the pupil to leave the room and go to a safe place** – The safe place may be identified on pupil's planning documents or it may be an impromptu location. Directing the pupil to a specific location is an important aspect of this strategy as it helps to ensure the teacher fulfills their duty of care obligations. The timetabled teacher is still responsible for the safety of the pupil even after they have been asked to leave the room or area and therefore teachers must direct the pupil to a safe place, ensure that the pupil has gone there and establish that appropriate supervision is in place. In practical terms, this may mean clearly directing a member of staff to follow the pupil.
- **Remove the group** – Sometimes it is safer to remove the other pupils and take them to a free room. Teachers can identify free rooms via SIMS, Go4Schools or by calling reception. The safety of the pupil left behind is still the teacher's responsibility and therefore appropriate supervision must be in place.
- **Call for assistance** – In some instances, it may be appropriate for the teacher to call for additional staffing to support. The teacher is the person who makes this decision and may either phone or direct a colleague to phone reception. Reception will then contact a member of the behaviour support team to attend. Behaviour support staff will bring along a two-way radio which they will use to request additional staffing if required. Teachers should not bypass this process by phoning SLT directly.
- **Use of Force** – When the risk of not physically intervening is greater than the risk of physically intervening, staff are authorized to use force as long as they apply the appropriate reasonable,

necessary and proportionate criteria to each situation, they act honestly and in good faith, and that they apply the minimum force for the shortest amount of time possible.

Use of Reasonable Force

Staff's first responsibility is for their own Health and Safety and if they believe that using force would put them at risk of injury, they are not obliged to do so. Choosing not to use force is not negligent as long as the other strategies identified above have been deployed.

The Department for Education document, *Use of Reasonable Force: Advice for headteachers, staff and governing bodies,* states:

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

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

4. […] schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

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

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

There is no national regulatory body for the use of physical interventions and therefore there is no 'approved' list of techniques or holds. Certain techniques have been identified as posing a far greater risk of injury or death and under no circumstances should these techniques be used. The techniques in question are: Face-down, prone restraints; the 'seated double embrace; the 'double basket-hold'; and the 'nose distraction method.

All members of school staff, as well as any volunteers, have the legal power to use reasonable force. When deciding whether to use this power, all staff must make a dynamic risk assessment to establish whether the use of force is in the best interests of the pupils, whether it is reasonable, proportionate and necessary, and whether the risk of not using force is greater.

Staff should use all of their skills in de-escalation, distraction and diversion where possible to avoid the use of force to control or restrain pupils. Staff should be sensitive to the fact that pupils with autism may find any physical contact particularly difficult to manage.

British law allows for the lawful use of violence under specific acts of parliament. Under common law, everyone has the right to self-defence which also includes the defence of others. Under the Criminal Damage Act 1971, everyone has the right to use force to protect property. The Criminal

Law Act 1967 allows for the use of force to prevent a crime or make an arrest. All of these laws apply at school, just as they do in society.

However, acting lawfully may not protect staff from disciplinary proceedings and all staff should be aware that although the law allows for staff to use force to defend themselves, others, property, and to prevent a crime, the ethos of the school is against the use of pain compliance techniques, and staff who deliberately employ physical techniques that rely on pain to control pupils will have to demonstrate that they had exhausted all other possibilities and that the situation was of a very serious nature to warrant the use of pain.

Movement between learning events

When pupils are moving between learning events, the responsibility for the behaviour lies with the teacher who is receiving the pupils. In essence, the next teacher's learning event begins once the preceding teacher has dismissed the pupil.

Negative behaviour that occurs during these times should be reported to the teacher of the next learning event and the teacher should then record this on Go4Schools. For behaviours that take place between learning events, it may be more appropriate for the pupil's tutor to apply consequences as part of their pastoral responsibilities.

For clarity, registration, review and assemblies are designated as learning events delivered by the tutor. Social times are learning events delivered by staff on the duty rota. Residential and after-school clubs are learning events delivered by care staff.

Some strategies to help teachers monitor behaviour during these times are to be found in appendix 7.

Consequences

All incidents of negative behaviour must be followed by a consequence. A consequence may be a sanction, an intervention or the use of a monitoring tool.

In many instances, a combination of consequences will be the most appropriate response.

Additional guidance on the use of sanctions is to be found in appendix 8.

Authorized Sanctions

The sanctions authorized for teachers to use at Maplewell are:

- Contacting parents;
- Detentions;
- After-School detentions;
- Loss of tangibles; and
- Internal Reflection.

Exclusion

The Governing Body has decided that in exceptional circumstances exclusions will be used. Exclusions may be either:

- Fixed term; or
- Permanent.

Exclusions can only be authorized by the headteacher, or in his absence the deputy headteacher.

Interventions

Interventions are much more effective tools for modifying the behaviour of pupils who display inappropriate or challenging behaviours. Interventions are more positive and seek either to resolve conflict or to develop appropriate social, communication or self-management skills.

At Maplewell, the use of restorative conversations, corridor conferences and mediation, taken from the techniques of Restorative Practice, are typical examples of interventions that might be used as an appropriate consequence to negative behaviour.

Wave 1 interventions delivered by tutor team staff include social stories or reward charts. Wave 2 timetabled delivered by Behaviour, Care and Intervention staff, include intervention sessions to encourage appropriate communication, social and self-management skills.

Given the obligation for staff to take into account a pupil's learning difficulties and disabilities when imposing a sanction, interventions may be the more appropriate course of action.

Outside Agencies

For pupils who demonstrate persistent negative behaviour, support from an outside agency may be an appropriate intervention. There are many agencies that may be able to offer support. Agencies we have worked with successfully in the past include:

- Educational Psychologists;
- Supporting Leicestershire families;
- YISP;
- Youth Offending Team;
- CAMHS LDT;
- CAMHS;
- Autism Outreach;
- Swanswell;
- 20/20;
- the School Nurse; and
- Social Care.

Monitoring Tools

Engagement Diaries are the most commonly used tools to monitor Positive Behaviour for Learning. At Maplewell, there is a range of escalating engagement diaries in use.

Pupils will complete a week-long engagement diary. At the end of that week, the pupil will either go up to the next diary on the scale because there has not been sufficient evidence of student engagement, or they will go down the scale.

In order, the diaries available are:

- Subject engagement diary;
- Tutor engagement diary;
- Behaviour Manager engagement diary;
- Assistant Head engagement diary (KS3; KS4 and 5; or Additional and Exceptional Needs;
- Deputy Head engagement diary; and
- Headteacher engagement diary.

Teachers will need to use their professional judgment and liaise with colleagues to ascertain which level of diary a pupil should start on.

It is good practice for the staff member who the pupil is reporting to, to contact parents and carers at the start and end of the report.

Some pupils who display persistent negative and challenging behaviours benefit from being members of a nurture group based in Cedar Cottage rather than in a main school tutor group. Pupils can still access the timetable as normal, but the small nature of the Cedar Cottage tutor group means that pupils benefit from higher levels of support and attention

Challenging Behaviour

To help pupils who display challenging behaviour there are additional support structures in place to support Positive Behaviour for Learning.

The term ‘Challenging Behaviour’ is explained in more detail in the glossary.

Personalized Timetables

Where pupils struggle to display Positive Behaviour for Learning for sustained periods, or in particular learning events, a personalized timetable can be written to allow some flexibility. Pupils may for example be taught some subjects one to one in Cedar Cottage instead of accessing a subject in the main school. Alternatively, pupils might have access to additional intervention activities that support the development of skills in identified deficit areas. In some cases, pupils will be given a reduced timetable and will attend school for fewer days per week, for shorter days, or a combination of the two.

Emergency Annual Review

Maplewell is a school for pupils with Moderate Learning Difficulties. For students whose behaviour is identified as challenging, an emergency annual review would be called so that all interested parties could discuss the concerns and decide whether behaviour is the pupil's most significant barrier to learning. If it is then the possibility of a change of placement and the need for an Education Otherwise Programme would be discussed.

Education Otherwise Programmes

Once it is clear that a pupil's primary barrier to learning is their behaviour, a decision may be made to begin the process of identifying a new placement on the grounds that Maplewell is an MLD provision rather than an SMEH provision. In such a case, it may be in the pupil's best interests for them to enter into an Education Otherwise (EO) programme while arrangements are being made.

On an EO programme, students would be taught by Maplewell staff away from peers and very often off-site. Maths and English would be the priority subjects, but activities would be designed to develop social, communication and self-management skills.

A careful risk assessment of all activities would need to be made to ensure the safety of all.

An EO programme would be put together by the coordinator for Additional and Exceptional Needs.

External Agencies

If we were to suggest that a pupil needed a change of placement, the coordinator for Additional and Exceptional Needs would arrange for an Educational Psychologists report to be done to support the change of placement.

Investigating Serious Incidents

Staff Debrief

For staff, being involved in a serious incident can be physically and emotionally draining. Many staff will leave a serious incident feeling that there was something they should have either done, or not done, that could have resolved the incident earlier. It is important that procedures are in place to give staff who have been involved in serious incidents the opportunity to reflect professionally on what happened. This reflection period allows everyone to learn from both the good practice and the mistakes so that in future situations, the best decisions can be made.

As long as staff have acted reasonably, proportionately and their action was necessary to prevent harm to people or to property, or to maintain good discipline, and staff acted honestly and in good faith, minor injuries will not be taken as evidence of malpractice.

There is however a formal process for investigating incidents where it is felt that staff have acted unreasonably, disproportionately, or in any way that is not within the spirit and ethos outlined in this Positive Behaviour for Learning Policy.

During such an investigation, staff will continue to receive support from school leaders.

Staff should refer to the school's Disciplinary Policy for details of the procedures for handling such allegations.

Informal Staff Debrief

Immediately following a serious incident, a member of SLT and/or the Behaviour Manager will check on the immediate physical and emotional well-being of all staff involved in the incident. Staff will be invited to seek first-aid if required and to take a break from timetabled duties to compose themselves and cover will be arranged where necessary. In the most serious cases, this might mean a member of staff going home for the rest of the day.

Post Incident Reflection Form

All staff involved in a serious incident will receive a Post Incident Reflection Form in their pigeon hole. This is an important part of the investigation phase and staff must take the time to complete these as soon after the event as possible, returning completed forms to the behaviour Manager.

The forms will be checked against each other to try to put together a complete picture of the incident from a range of perspectives.

Where the Post Incident reflection Forms suggest discrepancies in accounts or learning points to be made, the Behaviour Manager will arrange a formal debrief meeting.

A copy of the form is in appendix 9.

Formal Staff Debrief

At a Formal Staff Debrief the Behaviour Manager or the Assistant Head with responsibility for Behaviour and Discipline, will call together all involved staff. The purpose of the meeting will be to:

- Ensure the physical and emotional well-being of all staff involved;
- Ensure staff acted reasonably, proportionately and that the action taken was necessary;
- Ensure that the actions taken by staff were in keeping with the school's stated aims and its ethos;
- Ensure that any reported injuries were the unavoidable consequences of the use of force and not a sign of malpractice;
- Investigate whether any force used was the minimum force possible and for the shortest possible time;
- Identify systemic, environmental changes that could be made to either prevent or at least reduce the risks of future events of this nature; and
- Identify training needs to develop staff skills to deal with future events of this nature;

Post-Incident Risk-Reduction Report

Following any Formal Staff Debrief, the Assistant Head with responsibility for behaviour and discipline will produce a Post-Incident Risk-Reduction Report. This report will drawer together the accounts of all staff into a single, consistent account. Where consistency cannot be achieved, the report will make the inconsistencies apparent.

The report will then identify the major risks identified as part of the debrief process.

Finally the report will make specific recommendations to the headteacher to reduce the risks in the future.

These reports will be made available to all staff.

Risk-Reduction reports will then be discussed at SLT meetings as part of the standing item on behaviour, and the response of the headteacher will be reported back to all staff as part of the staff meeting's SLT meeting feedback.

Pupil Debrief

The physical and emotional well-being of pupils is also checked following a serious incident.

Immediately following a serious incident, the behaviour manager will ensure that pupils have had access to a first-aider and that they have an opportunity to take time away from learning events and peers.

The Behaviour Manager or a member of SLT should be consulted before making the final decision for pupils to return to timetabled learning, to avoid the danger of secondary incidents occurring due to a lack of sufficient recovery time.

The behaviour manager will approach pupils and invite them to sign the bound and numbered serious incident report, and the pupils will have a clear explanation as to why staff responded as they did.

Signs of Malpractice

If, following a formal staff debrief there is evidence of staff malpractice, the Behaviour Manager or the Assistant Head with responsibility for Behaviour and Discipline will approach the headteacher with their concerns.

The headteacher will then deal with the matter following the school's formal Disciplinary Policy.

Staff should refer to the school's Disciplinary Policy for details of these procedures.

Bullying

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Bullying is a specific form of negative behaviour that is recorded separately to other negative behaviours. All incidents involving any type of bullying should be recorded on Go4Schools

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Any behaviour that negatively affects pupils' physical or emotional health and well-being is behaviour that the school must challenge. Cyber-bullying may take place off-site and out of school time, but all staff still have a Duty of Care and professional responsibility to respond appropriately.

For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the Childnet International link under 'further resources'.

Dealing with Bullying

Prevention

The school's response to bullying does not start at the point at which a child has been bullied.

At Maplewell, school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve

talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.

We have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That ethos extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school.

Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

To prevent bullying we:

- Regularly evaluate and update our approach to take account of developments in technology, for instance updating ‘acceptable use’ policies for computers;
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference;
- Work closely with outside agencies;
- Employ an Educational Psychologist and Speech and Language Therapist to provide professional input;
- Seek support from external agencies and organisations;
- Provide effective staff training;
- Work with the wider community such as the police and children’s;
- Support the Student Council;
- Appoint two student governors;
- Create an inclusive environment;
- Celebrate success;
- Promote British Values;
- Have high academic expectations;
- Deliver a Preparation for Adulthood curriculum that provides opportunities to promote positive relationships, develop appropriate communication and social skills, and develop respect for others regardless of their differences;
- Offer an accredited e-safety course that teaches students to use the Internet, social media and other forms of electronic communication responsibly, how to recognize cyber-bullying and how to report concerns;
- Deliver assemblies through school staff and external agencies.

Responding to Bullying

Staff in school, in whatever capacity should always respond to any acts of bullying they witness no matter how trivial they might seem.

Staff should:

- Challenge the students involved using appropriate communication strategies outlined in this policy;
- Label the behaviour as bullying (explicitly name it); don't label the student a bully;
- Use Restorative Practices to help resolve the conflict;
- Apply sanctions as appropriate;
- Record the incident on Go4Schools as a Bullying incident;
- Report to the tutor team of both the victims and the perpetrators. Tutors have the bigger picture and need to have all the information. If it needs raising at a higher level, the tutor team will do so using Cause for Concern forms.

If a student reports historic acts that have not been witnessed, or a student comes to report that they feel another student is being bullied, this should be recorded on a cause for concern form. That way Behaviour, Care and Intervention can piece together any other evidence.

Pastoral support

The pastoral support a student receives is led by the tutor and plays a significant role in reducing bullying and its impact. Tutors and their teams should be alert to changes in mood or behaviour that may indicate bullying is taking place and be pro-active in addressing the issue.

Tutors should:

- **Ensure that they are aware of the procedures** to follow if they believe a child in their tutor group is being bullied;
- **Involve parents** at the earliest opportunity to ensure that they are clear that the school does not tolerate bullying. Parents need to feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child;
- **Involve pupils.** All pupils need to understand the school's approach so that they are clear about the part they can play to prevent bullying, including when they find themselves as bystanders;
- **Use Restorative Practices** to help resolve the conflict;
- **Openly discuss differences** between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. This should also include children with different family situations, such as looked after children or those with caring responsibilities. Tutors can also teach children that using any prejudice based language is unacceptable;
- **Make it easy for pupils to report bullying** so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying to their tutor which may have occurred outside school including cyber-bullying;
- **Create an inclusive environment.** Tutors should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination; and
- **Celebrate success.** Celebrating success is an important way of creating a positive school ethos around the issue;

- **Share information with colleagues** and where appropriate engage additional support from Intervention Team staff, or Senior Leaders.

The tutor's approach to Positive Behaviour for Learning reinforces the value of positive relationships and tutors help to prevent bullying by consistently modeling and enforcing the high standards we expect of all students.

Consequences for Bullies

Bullying is a negative behaviour and consequences should be applied in the same way as any other negative behaviours in accordance with this policy.

Pupils who engage in bullying behaviour will need to have a combination of sanctions, interventions and monitoring tools applied.

Sanctions for Bullies

Staff should apply sanctions in accordance with this policy in order to show clearly that this kind of negative behaviour is wrong and will not be tolerated. Sanctions must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

In accordance with this policy, bullying behaviour will warrant one or more of the following sanctions to be imposed:

- Contacting parents;
- Detentions;
- After-School detentions;
- Loss of tangibles; and
- Internal Reflection;
- Fixed-term exclusion (Head/Deputy only);
- Permanent exclusion (Head/Deputy only).

Interventions for Bullies

It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

Bullies, via Cause for Concern forms, should have access to the full range of interventions as outlined previously in this policy.

Monitoring of Bullies

At the first sign of bullying, bullies should initially be placed on a tutor engagement diary. This must be communicated to the parents by the tutor via a phone call and followed up by letter. (Appendix 17). If the pupil fails to meet the targets set out on this engagement diary, the pupil will be moved onto the next diary up in the following order: Tutor; Behaviour Manager; Assistant Head; Deputy Head; Head.

Persistent Bullying

Students who continue to bully, despite sanctions, interventions and monitoring tools being implemented, will be placed on a personalised programme which will limit and control the opportunities they have to engage in bullying behaviour and cause physical and emotional harm to other Maplewell students.

A personalised programme might include a combination of some or all of the following:

- A shortened school day;
- Off-site tuition;
- Extended Work Experience;
- College transition;
- An externally provided education programme.

Pupil's Conduct Outside the School Gates – Teachers' Powers

Teachers have the power to discipline pupils for misbehaving outside of the school premises, "to such an extent as is reasonable"

Teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity; or
- Travelling to or from school; or
- Wearing school uniform; or
- In some other way identifiable as a pupil at the school.

Teachers may also discipline pupils for misbehaviour at any time, whether or not the conditions above apply, providing that the behaviour:

- Could have repercussions for the orderly running of the school; or
- Poses a threat to another pupil or member of the public; or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Inappropriate behavior outside the school gates that meets any of the criteria above will be dealt with in exactly the same way as inappropriate behavior that occurs in school.

Inappropriate behavior outside the school gates includes insulting, bullying, threatening or sexually explicit messages via telephone, mobile, sms text message, e-mail, instant messaging or any other forms of social media.

Recording Negative behaviour

Recording Negative behaviour events

All positive and negative behaviours should be recorded on Go4Schools. Appropriate training is provided to all staff to ensure records are professional and accurate. Professional and accurate recording of all negative behaviour is a crucial aspect of the management of behaviour in school.

Professional and accurate recording:

- Helps staff to identify areas of concern and patterns of behaviour, allowing for accurate hypotheses to be formulated leading to appropriate and effective interventions for individuals and groups of pupils;
- Provides evidence for accurate LMS banding allowing us to access appropriate funding to help support pupils;
- Aids productive communication with Parents, Carers and other Outside Agencies; and
- Is in some instances a legal requirement.

Cause for Concern Form

Some incidents of negative behaviour cause concern but it may be inappropriate for the behaviour to count negatively against pupil's records on SIMS. Some negative behaviour may therefore be recorded on a Cause for Concern form.

These forms should be used to record behaviours linked to specific needs identified on pupils' statements, or behaviours that may need investigating by external professional services such as CAMHS or Educational Psychologists.

Staff should be clear that the behaviour is a symptom of an identified or new specific need and that the appropriate response should be supportive rather than punitive.

On the Cause for Concern form, staff should clearly indicate that the cause for concern is 'behaviour' and pass the form on to the Tutor. The Tutor can then discuss the cause for concern with colleagues before deciding whether to pass the concern on the Behaviour Manager.

A copy of this form is appendix 12.

Safeguarding Form

In accordance with the safeguarding policy, any inappropriate behaviour that raises safeguarding concerns should be recorded on a safeguarding form.

At Maplewell, the Head Teacher is the Designated Safeguarding Lead. Additionally, there are a number of Deputy Designated Safeguarding Leads.

These are:

- Chris Hoult;
- Kirsty North;
- Rob Cooper;
- Mel Ison;
- Andrew Patterson;
- Sammy Smith;
- Stuart Matthews;
- Martine Mears;
- Karen Rafferty;
- Georgina Smith.

Safeguarding forms should be handed in person to the Designated Safeguarding Lead (DSL) or one of the Deputy DSLs.

Recording Serious Incidents and the Use of Force

Due to our residential status, there is a legal obligation to record the Use of Force in a tamperproof format. Serious Incidents and the Use of Force are therefore recorded in a bound and numbered book.

Each key stage has a separate book that must be kept securely. The behaviour manager keeps the books secure in the behaviour manager's office and is responsible for ensuring that all serious incidents and uses of force are accurately recorded.

Staff involved in serious incidents and the use of force should initially record these incidents on Go4Schools. Once all relevant information has been collected, the behaviour manager will co-ordinate the completion of the bound and numbered book, collecting additional information as required.

The Bound and Numbered books are countersigned by senior leaders and governors as part of the monitoring processes.

Negative behaviour reports

All negative behaviour events are recorded electronically via Go4Schools. This data is used to generate a variety of behaviour reports that are then used to inform practice.

Teachers all have access to Go4Schools and can generate their own specific behaviour reports. It is the responsibility of teachers and tutors to ensure they are fully aware of the recorded behaviour incidents involving students in their tutor groups and on class lists so that appropriate classroom management, teaching and learning strategies, and wave 1 interventions are in place.

Reporting to Senior Leaders

At the end of each full term, the Behaviour Support Team will produce a behaviour report for Senior Leadership. This report will outline overall behaviour incidents by type and by year group and environmental factors such as time and location.

Reporting to Governors

Twice a year, in the first and last half-terms, the Assistant Head with responsibility for Behaviour and Discipline will report to governors on inappropriate behaviour.

The first report will include quantifiable targets for behaviour including:

- Overall incidents of recorded inappropriate behaviour;
- The number of recorded serious incidents and uses of force; and
- The number of fixed term exclusions.

The second report will measure the success of the policy and related processes against these targets.

Reporting to Parents and Carers

Teachers should develop an open and honest rapport with parents and carers to enable them to communicate concerns about pupil behaviour directly and promptly. Maintaining a home/school diary, regular phone calls or emails are an effective tool for developing pupil's behaviour for learning skills.

Teachers of Preparation for Adulthood will be required to report on behaviour in line with the school's assessment policy. In addition to this, tutors will be required to report on behaviour for a pupil's annual review meeting.

The behaviour support team may, as part of their daily review of behaviour, send a letter home to parents and carers.

The range of letters can be found in appendices 13 – 16.

Reporting to External Agencies

At any time for the purposes of external assessment by agencies such as CAMHS, teachers may be required to report on pupil behaviour.

Monitoring and Evaluating Negative Behaviour

Monitoring and Evaluating Negative Behaviour

To measure the impact of this policy and associated practices, it is necessary to have formal monitoring and evaluation systems in place.

Specifically:

- Teachers are responsible for monitoring and evaluating the behaviour of individual pupils in their timetabled groups;
- Tutors are responsible for monitoring and evaluating the behaviour of pupils in their tutor groups across all areas of the school;
- The Assistant Heads are responsible for monitoring the behaviour of all pupils within their areas of responsibility across all areas of school. The two Assistant Heads are each responsible for either Phase 1 or Phase 2 students: Phase 1 students are in years 7-10; Phase 2 students are in years 11-14;
- Under the leadership of the Assistant Head with Responsibility for Behaviour and Discipline, the Behaviour Support Team are responsible for monitoring the behaviour of all pupils across all areas of school;

Behaviour Support Team

The Behaviour Support Team is made up of:

- House Leaders;
- Care Staff;
- The Behaviour Manager;
- The Coordinator for Additional and Exceptional Needs;
- The Assistant Head with responsibility for Behaviour; and
- All members of SLT.

Use of Behaviour Data

The evaluation and monitoring of behaviour through analysis of behaviour serves to identify ways to:

- Improve the learning environment;
- Deploy staff and resources effectively;
- Identify training needs; and
- Secure positive outcomes for all pupils.

At a systemic level, the analysis of behaviour data will help to identify areas of concern within cohorts, within specific environments, in specific subject areas or at specific times of day. Practices can then be improved or implemented to address these concerns.

Similarly, behaviour data will be used to identify where new practices have had a positive impact and this will inform future developments.

On an individual pupil basis, behaviour data will for example be used to identify the impact of consequences, either sanctions or interventions, and where necessary practice will be modified accordingly.

Key, quantifiable measures of the success of this policy, practices and consequences will include a year on year overall reduction in:

- Recorded incidents of negative behaviour;
- Unauthorised absence;
- Recorded hate incidents;
- The use of force;
- Injuries to pupils or staff; and
- The use of sanctions.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- The duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- Responsibility to ensure that the school complies with this policy;
- Delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- Delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- Appointed a coordinator for behaviour and discipline to work with the Headteacher;
- The duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- Responsibility for ensuring that the school complies with all equalities legislation;
- Nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for ensuring this policy and all policies are maintained and updated regularly;
- Responsibility for ensuring this policy is made available to parents;
- The responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- Nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body; and
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- Determine the detail of the standard of behaviour that is acceptable to the school;
- Ensure all school personnel, pupils and parents are aware of and comply with this policy;
- Create an ethos that makes everyone feel safe, valued and respected;
- Promote good behaviour by forging sound working relationships with everyone involved with the school;
- Encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- Ensure the health, safety and welfare of all children in the school;
- Work closely with the link governor and coordinator;
- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy; and
- Annually report to the Governing Body on the success and development of this policy.

Role of the SLT Lead

The SLT Lead will:

- Lead the development of this policy throughout the school;
- Work closely with the Headteacher and the nominated governor;
- Provide guidance and support to all staff;
- Ensure training is provided for all staff on induction
- Ensure relevant, ongoing training is provided to all staff;
- Keep up to date with new developments and resources; and
- Lead the School's Behaviour Support Team;

Role of the Behaviour Support Team

- Work under the direct guidance of the SLT Lead;
- Work with the Student Voice;
- Meet regularly to identify pupils' support needs;
- Analyze progress, attendance and behaviour data to identify pupils at risk of disengagement;
- Monitor school support systems;
- Undertake classroom monitoring;
- Review and monitor this policy;
- Provide a summary data report on attendance, progress and behaviour each term; and
- Annually report to the Governing Body on the success and development of this policy.

Role of the Nominated Governor

The Nominated Governor will:

- Work closely with the Headteacher and the Leadership Team;
- Ensure this policy and other linked policies are up to date;
- Ensure that everyone connected with the school is aware of this policy;
- Report to the Governing Body every term; and
- Annually report to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel are expected to:

- Comply with the detail and ethos of this policy;
- Model good behaviour through positive working relationships with all school staff and visitors;
- Encourage good behaviour and respect for others in pupils;
- Promote self-discipline amongst pupils;
- Challenge all inappropriate behaviour appropriately;
- Record and report unacceptable behaviour in accordance with the protocols set out in this policy;
- Apply all rewards and sanctions fairly and consistently;
- Discuss pupil behaviour and discipline regularly at staff meetings;

- Provide well planned, interesting and challenging learning events which will contribute to maintaining good discipline;
- Attend training on all aspects of Positive Behaviour for Learning;
- Ensure the health and safety of the pupils in their care;
- Identify problems that may arise and offer solutions to the problem;
- Implement the school's equalities policy and schemes;
- Report and deal with all incidents of discrimination;
- Attend appropriate training sessions on equality; and
- Report any concerns on any aspect of the school community.

Role of Pupils

Pupils will:

- Be aware of and comply with this policy;
- Be polite and well-behaved at all times;
- Show consideration to others;
- Talk to others without shouting and will use language which is neither abusive nor offensive;
- Listen carefully to all instructions given by staff;
- Ask for further help if they do not understand;
- Treat others, their work and equipment with respect;
- Support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- Obey all health and safety regulations in all areas of the school;
- Co-sign and abide by the Home School Agreement;
- Liaise with the school council;
- Make suggestions about improving school behaviour; and
- Take part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers are encouraged to:

- Comply with this policy;
- Have good relations with the school;
- Support good behaviour;
- Sign the school's 'Home-School Agreement';
- Ensure their children understand and value the meaning of good behaviour;
- Support school rules and sanctions;
- Be asked to take part periodic surveys conducted by the school; and
- Support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Role of the Student Voice

Student Voice will be involved in:

- Determining this policy with the Governing Body;
- Discussing improvements to this policy during the school year;
- Devising school rules and sanctions; and
- Reviewing the effectiveness of this policy with the Governing Body.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- The School Handbook/Prospectus;
- The school website;
- The Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Communications with home such as weekly newsletters and of end of half term newsletters;
- Reports such annual report to parents and Headteacher reports to the Governing Body; and
- Information displays in the main school entrance

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritize or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the SLT lead, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

Acceptable Use

Allegations against staff

Anti-Bullying

Attendance

Complaints

Disability Equality

Disciplinary

Grievance

Health and Safety

Record Keeping

Safeguarding and Child Protection

Whistle-blowing

Initial Workload Impact Assessment

"Does this policy present significant workload issues?" **No**

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customized to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Behaviour and Discipline Policy	• To support pupils' academic progress • To support pupils' social, moral, spiritual and cultural development • To create an ethos that makes everyone in the school community feel valued and respected • To encourage and develop pupils' self-discipline in preparation for them becoming responsible members of their local, national and global communities with a proper regard for authority among pupils • To promote sound working relationships with everyone involved with the school • To prevent all forms of discrimination and bullying among in school		✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups																								Conclusion	
Does or could this policy have a negative impact on any of the following?	**Age**			**Disability**			**Gender**			**Gender identity**			**Pregnancy or maternity**			**Race**			**Religion or belief**			**Sexual orientation**			**Undertake a full EIA if the answer is 'yes' or 'not sure'**	
	Y	**N**	**NS**	**Y**	**N**	**NS**	**Y**	**N**	**NS**	**Y**	**N**	**NS**	**Y**	**N**	**NS**	**Y**	**N**	**NS**	**Y**	**N**	**NS**	**Y**	**N**	**NS**	**Yes**	**No**
		✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality for any of the following?	**Age**			**Disability**			**Gender**			**Gender identity**			**Pregnancy or maternity**			**Race**			**Religion or belief**			**Sexual orientation**			**Undertake a full EIA if the answer is 'no' or 'not sure'**	

	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	**Age**			**Disability**			**Gender**			**Gender identity**			**Pregnancy or maternity**			**Race**			**Religion or belief**			**Sexual orientation**			**Undertake a full EIA if the answer is 'no' or 'not sure'**	
	Y	**N**	**NS**	**Y**	**N**	**NS**	**Y**	**N**	**NS**	**Y**	**N**	**NS**	**Y**	**N**	**NS**	**Y**	**N**	**NS**	**Y**	**N**	**NS**	**Y**	**N**	**NS**	**Yes**	**No**
	✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	**We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.**

Preliminary EIA completed by	**Date**	**Preliminary EIA approved by**	**Date**
Rob Cooper	**05/04/2015**		

Policy Evaluation

Points to be considered	**Yes**	**No**	**N/A**	**Please supply evidence**
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				

• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
A statement outlining the overall effectiveness of this policy				

Appendix 3: Searching Pupils

Any member of Maplewell Hall School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorized by them also have the power to search pupils without consent where they have reasonable grounds for suspecting a pupil may have a prohibited item, in accordance with the Screening, Searching and Confiscation Advice for headteachers, school staff and governing bodies, issued in February 2014. However, given the potential risks involved it is advisable that all staff adhere to the protocols outlined here.

School Powers

Government guidance makes it clear that schools have the legal power to search pupils if they believe that a pupil has prohibited items with them. The school does not need the pupil's consent to conduct such a search. The search can include a search of pupils' clothing and pockets, bags or any other personal item where an item may be concealed. When pupils are in residence a search may also include a search of the pupils' bedroom, including bed, bedding, lockers and wardrobes.

Prohibited Items

Government guidance lists the following as prohibited items:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence; or
- Any item that could cause personal injury to, or damage to the property of, any person including the pupil).

Headteachers and staff authorized by the headteacher can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Prohibited Items

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Screening

Screening is the use of a hand-held or walk-through metal detector. Schools have the power to use these screening methods.

These methods are not currently used at Maplewell.

Searching With Consent

Under common law powers, school staff can search pupils with their consent for any item.

Staff should note:

- Staff are not required to have formal written consent from the pupil for this sort of search – it is enough to ask the pupil to turn out his or her pockets or to look in the pupil's bag or locker and for the pupil to agree;
- If a member of staff suspects a pupil has a prohibited item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, staff can apply an appropriate sanction as set out in the behaviour policy;
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, staff can apply an appropriate sanction.

Searching Without Consent

Staff have the power to search for prohibited items without the consent of the pupil if they have reasonable grounds for suspecting that a pupil is in possession of one of the following items:

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

When conducting a search without consent:

- Staff must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should also be the same sex as the pupil being searched;
- There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex and without a witness present where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.
- The powers only apply in England.

Maplewell Hall School Best Practice

Where a dynamic risk assessment indicates that there is no immediate danger to the pupil, other pupils or staff, then Maplewell Hall School staff should observe the following search protocol:

On suspecting that a pupil has a prohibited item in their possession or on their person:

- The pupil should be discreetly supervised at all times whilst a member of the leadership team is notified.

- A member of the leadership team should discuss the situation with the behaviour manager. This discussion should cover potential risks to staff and pupils. Staff involved in the discussion must consider whether the risks are serious enough to necessitate the involvement of the police.
- If the decision is made to search a pupil then appropriate staff and location need to be identified. The privacy and dignity of the pupil should be maintained at all times. This means that other pupils, or staff not involved in the search, must not be able to observe or walk in on a search. It may be necessary therefore to have a member of staff at the door to guide staff and pupils away.
- If a search is to be made of communal areas such as bedrooms in residence, then all pupils involved should be aware that the search is taking place. Staff will need to conduct a careful dynamic risk assessment to decide whether all pupils should be present for the search, including those not directly implicated in having items concealed in the room.

Informing Parents

The decision when to inform parents will be taken by a member of the leadership team. Unless there are clear safeguarding issues to take into account, or where there is suspected parental involvement in a criminal act, as in the supply of drugs for example, then parents should be informed at the earliest opportunity.

A member of the leadership team will make the decision as to whether the incident is serious enough to warrant parents being asked to come in to school immediately to take the pupil home. The Head Teacher, or in his absence the Deputy Head Teacher, will make a decision regarding exclusions and return to school meetings.

If a search fails to find any items from the prohibited list, this should not automatically be taken to mean that the items are not still in school. A member of leadership team will have to assess the evidence before deciding that the items are not in school. In cases where staff still believe that prohibited items are in school but haven't been able to find them, a member of the leadership may still take the decision to inform parents and ask them to come in to collect their child, or they may impose any other consequence in line with the school's behaviour policy.

Confiscating prohibited items

School staff have the legal power to confiscate any items on the prohibited list. As the prohibited list includes "anything banned in the school rules" this list of items is extensive.

The protocol for dealing with confiscated items will differ depending on the nature or legal status of the items.

Items of low value – under £5 – that are undesirable but neither dangerous nor illegal, should be kept safe until the end of the day and then sent home via the school transport in a clearly marked envelope or container along with a standard letter explaining why the item was confiscated and asking for parental cooperation in ensuring that the item is not brought in to school again.

Items that are legal but dangerous, such as sharp objects, tobacco products, alcohol, medication etc. and any undesirable items of significant value, such as cameras, mp3 players and phones must be kept in the school safe. A letter explaining the reasons for confiscating the item and an invitation

to come in to school to collect the item should be sent home via school transport. A telephone call from a member of the leadership team explaining the situation should normally be made the same day.

Illegal items, including classified substances such as cannabis, must be reported at the earliest opportunity to the police and arrangements made for delivery or collection. The items must be kept securely in the school safe for the shortest time possible. A member of the leadership team will be responsible for contacting the police. Advice should be sought regarding contacting parents.

Police Involvement

If items are found that necessitate police involvement then the pupil involved will need to be supervised in a safe area until their arrival. A member of staff to act as an advocate should be identified. The role of the advocate is to make sure the pupil understands the situation and has the opportunity to express themselves clearly. The police should be met by a member of the leadership team and clearly informed of the pupil's special needs. Advice from the police should be sought before contacting parents. Relevant social workers will also need to be contacted.

Recording and Reporting Searches

Following a search, a record on Go4Schools should be completed. If the student agreed to the search and no item was found, this should be recorded as a "Note on Behaviour". Staff will need to use their professional judgement when deciding whether to record the confiscation of prohibited items as Disruptive, or Challenging.

Whilst there is no legal requirement to make or keep a record of a search, it is regarded as essential to protect staff from future allegations of misconduct.

Pupil Well-Being

Whenever a search has been conducted, regardless of the outcome, staff should be considerate of the pupil's emotional well-being. Pupils should be given de-brief time in a suitable, calm environment with a member of staff familiar to the pupil and not involved in the search. Pupils who have been searched should be given the opportunity to talk through the incident and given plenty of time before being asked to return to class.

Appendix 4: Absconding (Missing Pupil Protocol)

Pupils may go missing for a variety of reasons. The vulnerability of our pupils combined with the isolated nature of the location mean that staff must take seriously any report that a pupil is missing from the school site. Additional risks are involved when pupils go missing during off-site activities. All staff should be aware of the appropriate responses and implement them when necessary.

Preventative Measures

- Close adult supervision;
- Prompt arrival of staff to all learning events and duties;
- Registration of pupils on arrival via transport books;
- Registration of pupils at the start of every session;
- Identification of higher risk pupils;
- Regularly updated IBIPs recording details of previous missing pupil incidents;
- Staff assigned 100% supervision role for identified pupils;
- Missing Pupil Protocol Response pack at reception to include Missing Pupil Incident Forms, Missing Pupil Protocol, Maps of the school grounds to assist staff searches, staff mobile phone list, and two-way radios;
- Regular updating of Care and Education Plans, IBIPs and RRPs; and
- Implementation of pupil specific Risk Assessments for pupils who go missing.

Response timeline – on first discovering a pupil is missing (School day, on-site)

- Member of staff first noticing pupil is missing to note the time and perform an immediate search of the area covering the most obvious places and lasting no more than 5 minutes;
- After 5 minutes, member of staff to enlist the help of care staff and widen search for a further 5 minutes;
- If the pupil has still not been located, care staff to continue search, original member of staff to contact reception. Staff should inform reception of the original time of disappearance and this should be recorded on a Missing Pupil Incident (MSI) form. Reception should also begin to fill out pupil contact details on the MSI form in anticipation of contacting police and/or parents/carers;
- Reception to put out a call for the pupil to contact reception;
- Reception to inform member of leadership team.
- Reception staff, in consultation with leadership to identify available staff to widen search. Reception staff to issue two-way radios. Available staff to be assigned an area to search. Staff should be deployed in pairs where possible. Each staff team to return to reception on completing search of designated area and to be reassigned if necessary.
- If, 30 minutes after the time recorded on the MSI form, the pupil is still missing, a member of the leadership team should use 101, or 01162 222222 to inform the police, ensuring that they have informed them that the pupil's special needs make them a high risk pupil. Parents/Carers should then be contacted. If applicable, social workers should also be informed;

- Two staff vehicles should then be identified with 2 members of staff in each. Staff should ensure reception have the correct mobile phone contact details before leaving. One vehicle should go down Maplewell Road, turn left to the Bulls Head, turn left up Beacon Hill and back to school. The other should turn left out of school, left again to Roecliffe, down to Swithland and back up to school via Brand Hill and Maplewell road;
- On return, staff should report to reception. This information should be passed on to Leadership staff who should update police, parents and carers;
- If the pupil is still missing, staff should be deployed to continue searching the school buildings and grounds. Leadership staff to maintain contact with police, parents and carers until the pupil is found;
- If the pupil is found before the police are called, then the pupil can be returned to class and appropriate consequences applied;
- If the pupil is located after the police have been called, parents/carers should be called in to school to collect the pupil who should remain under the supervision of leadership staff; and
- If the police locate the pupil, staff will need to follow the advice of officers.

Response timeline – on first discovering a pupil is missing (School day, off-site)

- Member of staff first noticing pupil is missing to note the time and perform an immediate search of the area lasting no more than 5 minutes;
- After 5 minutes, contact school giving the pupil's name, last known whereabouts and a description of what they were wearing. Person taking the call should notify reception.
- Staff to continue searching for a further 10 minutes;
- If the pupil has still not been located, inform school. Staff taking the call should contact reception;
- Reception staff should inform a member of Leadership and record the time of the original call on a Missing Pupil Incident (MSI) form. Reception should also begin to fill out pupil contact details on the MSI form in anticipation of contacting police and/or parents/carers;
- Available staff should be deployed in pairs where possible to assist if the missing pupil is within 30 minutes of the school by car;
- A member of Leadership should then call the staff to confirm the pupil is still missing. If they are, a member of the leadership team should use 101 or 01162 222 222 to inform the police, ensuring that they have informed them that the pupil's special needs make them a high risk pupil. Parents/Carers should then be contacted. If applicable, social workers should also be informed;
- Leadership staff to maintain contact with police, parents and carers until the pupil is found;
- If the pupil is found before the police are called, then staff should make a dynamic risk assessment to decide if the trip can continue. Staff should return to school if in doubt, or request the pupil is picked up by staff if this is possible and returned to school;
- If the pupil is located after the police have been called, the pupil must be brought back to school and the trip called off. Parents/carers should be called in to school to collect the pupil who should remain under the supervision of leadership staff; and
- If the police locate the pupil, staff will need to follow the advice of officers.

Response timeline – on first discovering a pupil is missing (Residential)

If the incident occurs during daylight, with sufficient staff still on-site, staff can use the standard, school day protocol. If the incident occurs after dark, staff should treat this as a more risky situation.

- Member of staff first noticing pupil is missing to note the time and perform an immediate search of the area covering the most obvious places and lasting no more than 5 minutes;
- After 5 minutes, member of staff to inform most senior member of staff;
- Senior member of staff should record the original time of disappearance Missing Pupil Incident (MSI) form. Staff should also begin to fill out pupil contact details on the MSI form in anticipation of contacting police and/or parents/carers;
- Staff should be deployed in pairs where possible. Each staff team to return to reception on completing search of designated area and to be reassigned if necessary;
- If, 20 minutes after the time recorded on the MSI form, the pupil is still missing, a member of the leadership team should use 101or 01162 222 222 to inform the police, ensuring that they have informed them that the pupil's special needs make them a high risk pupil. Parents/Carers should then be contacted. If applicable, social workers should also be informed;
- The senior member of staff should contact the Headteacher, or Deputy Headteacher to inform them of a missing child and that the police have been contacted;
- The senior member of staff is to maintain contact with police, parents and carers until the pupil is found;
- If the pupil is found before the police are called, then the senior member of staff will have to decide if the pupil can remain in school or if they need to be collected by parents/carers;
- If the pupil is located after the police have been called, parents/carers should be called in to school to collect the pupil who should remain under the supervision of the most senior member of staff; and
- If the police locate the pupil, staff will need to follow the advice of officers.

Response to pupils on Maplewell Road, or other public highway – Additional Guidance

Being a rural road, with no pedestrian footpath, and a 40mph speed limit, if a pupil leaves the school site via the main gates and attempts to walk along, or stands in the road, staff need to respond calmly and appropriately to this high risk situation. The same protocols would apply for any other similar highway where no footpath was available, or where pupils stood deliberately in the road.

If a pupil is walking towards the gates and has a history of absconding, or the member of staff believes they are going to abscond, then it is important that the member of staff follows this guidance rather than following the pupil out onto the road.

- The first response of a member of staff must be to inform school;

- Staff should then quickly collect a two-way radio and Hi-Vis jacket from reception;
- This member of staff will then return to Maplewell Road and use the radio to inform school that they have been able to locate the pupil. They will advise school regarding the pupil's location and the level of risk;
- Senior Leaders will need to be informed immediately and they will then make a decision about when to call the Police;
- If it is confirmed that the pupil is on the road, additional staff will be sent in a vehicle to the scene. These staff will need to take with them the reflective triangle warning sign which is kept in reception. They will place this sign in a visible position on the road at the main school gates, facing away from the pupil. They will then drive ahead of the pupil and use the vehicle's hazard lights to alert on-coming traffic of the potential danger;
- The driver will continue to drive ahead of the pupil, with their hazard lights on, until the incident is resolved. Additional staff, if safe to do so, can get out of the vehicle to provide additional support;
- Only in exceptional circumstances should staff attempt to restrain a pupil on the road. The pupil should be encouraged to stand on the edge of the road, return to the safety of the school site, or get into the support vehicle; and
- On return to school, the pupil will need to see a member of the Leadership Team.

The principles of this protocol should be followed for similar situations occurring on off-site trips and visits.

Appendix 5: Communicating Strategies

If pupils begin to display inappropriate behaviour in a learning event, the teacher's first communication with the pupil will go a long way to determining how the behaviour will evolve. Well judged, timed and delivered verbal communication of expectations and choices vastly improve the chances of the pupil choosing to adopt positive behaviour for learning.

Teachers should make use of the following planned communication strategies:

- **Ask if they are OK** - Sometimes we don't need to challenge the behaviour at all. Simply acknowledging that teachers have spotted the pupil is off-task is enough to get them back on track. Asking if they are OK implies that the inappropriate behaviour is not the pupil's fault and is instead down to any number of environmental factors: They are hot, tired, don't have a pen, can't see the board etc. Pupils know they've been noticed, and teachers know they know. Clarify that they understand what they should be doing, resolve any environmental problems and walk away. Sometimes teachers can achieve the same effect with eye contact and a thumbs up;
- **Smile** - When attempting to support pupils' Positive Behaviour for Learning, the outcome of any dialogue can be influenced by our body language. Rush in with a raised voice, a frown, or a pointing finger and pupils' fight or flight responses may be triggered. Wearing a smile conveys the impression that there is no conflict and it keeps open the possibility of recovery and repair;
- **Blame yourself** - It's very easy to blame pupils for their behaviour but it can be very disarming if teachers take that blame on themselves: "I'm sorry, I haven't explained myself properly. Let me try again." It's hard for pupils to be confrontational with you when you are taking the blame for their difficulties;

- **Take-Up Time** - Our pupils take longer to process language. This is a consequence of their general or specific learning difficulties. After giving an instruction or making a request, allow plenty of time for pupils to process your words. Tell them they have time to think. Come back when the allotted time is up and re-check. If they still haven't got it, repeat, rather than rephrase the message – otherwise, they may well have to begin the whole process again;
- **Assume Compliance** - Standing over someone and watching that they carry out your instructions is confrontational and shows that you don't trust the pupil to make the right choice. To save face in front of peers, pupils may feel obliged to hold out against teachers and refuse. Instead, deliver the message and walk away: Show them you trust them. You can always come back to check later;
- **Thank You** - If you say 'please' after a request, the implication is that the pupils have some kind of choice – they can agree to follow the request or refuse, potentially paving the way to a confrontation. Instead, deliver the message and end with Thank You. Subliminally, teachers are showing that they expect the pupil to comply; another sign that they trust them;
- **Keep It Short and Simple** - Our pupils have a wide range of general and specific learning difficulties that compromise their ability to process language. This is further impaired when they are under stress as the language processing part of a human brain is adversely affected when in flight or fight mode;
- **Say Their Name** - It's polite but it also makes it crystal clear who teachers are talking to, ruling out any opportunities for pupils to duck out of things by saying, "I didn't know you meant me." It's also really helpful to our ASD pupils, who may find the non-verbal cues too difficult to pick up on and genuinely aren't aware when you are talking to them;
- **Parallel Praise** - Jumping on inappropriate behaviour is draining for everyone. Teachers quickly get worn down by it: So do pupils. Use Parallel Praise to redress the balance a bit. Instead of telling a pupil what they are doing wrong, pick on a pupil who is doing it right, and tell them;
- **Offer Choices** - It's important that pupils have clear choices. This might be a choice between taking part and having a consequence. The choice needs to be delivered simply and factually. Allowing pupils to come to their own decisions helps develop an important skill and lets them take some responsibility for their behaviour. Instead of becoming confrontational in response to teachers' threats, many pupils will simply make the right choice if it is presented to them clearly;
- **Acknowledge the Excuses** - When teachers challenge an inappropriate behaviour, pupils' will often reply with an excuse; "I was only..." This is a secondary behaviour and is an important method a pupil will use to save face. We don't need to respond to it as this will almost inevitably lead to conflict. Instead teachers should build their responses around "Yes...and." The "Yes" acknowledges their excuse; the "And" introduces the teachers' requirements. "Yes, you were just putting that in the bin, and I need you to be sat at your desk."
- **Reflection Time** - If pupils have become distressed and said some wildly offensive things, is it reasonable that they apologise there and then? And if they do, how meaningful is that apology? Allowing them time to reflect will make any restorative work more meaningful and avoid the conflict;
- **Stay Calm** - Pupils will sometimes respond to teachers directions with the, "You can't make me" response. Again, it is an example of a secondary behaviour and is likely to lead to an escalation in the situation if teachers try to prove them wrong with ever increasing threats of consequences. The truth is teachers can't physically make them do anything: Society works on the principal that most people will make the right choices, especially if they are positively incentivised. Teachers should acknowledge that they are right to say they can't be made to do something, clarify what you expect them to do anyway, and walk away;
- **Clock Watch** – If you have gone through the full range of strategies and you are sure the pupil knows what the expectations and choices are, sometimes the most appropriate strategy is then to acknowledge the time, give pupils a short timescale to get back on track and explain that missed time will be made up. Made up time can be at break, lunch or after school, but teachers should talk about it as a consequence of their choices rather than as a threat of detention.

Appendix 6: Restorative Conversations and Corridor Conferences

Once teachers have exhausted the communication, distraction, and diversion strategies, the next step in the process for re-establishing positive behaviour for learning would be to host an informal restorative conversation.

The Restorative Conversation process is one of the informal Restorative Practices. A Restorative Conversation is simple in its framework. It is a calm and open space where the following questions are asked of the offender:

- “What happened?”
- “What were you thinking about at the time?”
- “What have you thought about since the incident?”
- “Who do you think has been affected by your actions?”
- “How have they been affected?”

A Restorative Conversation would be led by the teacher or class LSA.

If the Restorative Conversation failed, then the next step would be to hold a Corridor Conference. These engage the help of a more neutral member of staff. Teachers should seek support from colleagues in neighboring areas of the school, offering one of their own LSAs in return for another to hold the restorative conversation, or by offering to supervise their pupils whilst the colleague conducts the conversation.

The Corridor Conference is structured along the same set of questions as the Restorative Conversation.

Verbalizing their thoughts and emotions and identifying who is being affected and how in a less confrontational setting, can help pupils to make appropriate choices.

Care staff or behaviour support staff may also be called to hold a restorative conversation.

For pupils with autism, conversations and conferences may be recorded visually as a comic-strip conversation which may then be transformed into a social story for future reference.

Appendix 7: Movement between Learning Events

When pupils are moving between learning events, the responsibility for the behaviour lies with the teacher who is receiving the pupils. In essence, the next teacher's learning event begins once the preceding teacher has dismissed the pupil.

For clarity, registration, review and assemblies are designated as learning events delivered by the tutor. Social times are learning events delivered by staff on the duty rota. Residential and after-school clubs are learning events delivered by care staff.

Teachers should consider the following strategies to monitor the behaviour of pupils as they make their way to a learning event:

- Where appropriate, teachers may go to the preceding classroom or area of school to collect pupils;
- A teacher may direct an academic LSA to go to the preceding classroom or area of school to collect pupils;
- A teacher, or academic LSA directed by the teacher, should meet and greet pupils at the exterior door to the classroom or building. In this way they have visual supervision of the class as they approach;
- Teachers should establish a protocol with pastoral LSAs for inappropriate behaviour between learning events to be communicated in a way that is non-confrontational and that doesn't require staff to talk about pupils in front of them or in front of other pupils; and
- Explicitly reward appropriate behaviour between learning events by including it in the criteria for earning the first of their blue tokens.

In all other aspects, teachers should use the strategies outlined in this policy to support positive behaviour for learning between learning events.

Appendix 8: Sanctions

In clinical psychology, sanctions or punishments to modify behaviour are labeled as aversives or coercives and their effectiveness in modifying behaviour is minimal. Clinical Psychologists tend to use sanctions as a last resort once all other options have been exhausted.

Sanctions do serve a valuable purpose in the school context however, as they are a useful way of conveying messages of safety and security to the wider school population, particularly the victims of inappropriate behaviour.

Punishments can damage the relationship between staff and pupils and pupils may fall into a downward spiral of inappropriate behaviour followed by sanction as the sanctions themselves can have the effect of distancing the pupil to school relationship to a point where the pupil has very few reasons to engage with the school community in appropriate ways.

Staff should also be aware that some sanctions can act as reinforcements that maintain the inappropriate behaviour. For instance, a pupil who behaves inappropriately may be given a detention which inadvertently serves to reinforce the behaviour by giving the pupil the attention they desired. The detention is likely therefore to maintain the behaviour that it is intended to stop.

Guidance on the use of sanctions

The Department for Education guidance document, *Behaviour and Discipline in Schools: Advice for Headteachers and School Staff* states that to be lawful, the sanction (including detentions) must satisfy the following three conditions:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorized by the headteacher;
- The decision to punish the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

The advice goes on to say that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The advice uses the term sanction interchangeably with punishments.

Staff should be clear that it is illegal to use force as a sanction. Staff should also be clear that it is not acceptable for staff to use their voice or their physical presence in an intimidating manner as a form of sanction.

Staff must not publicly shame or humiliate pupils as a sanction, as this can do enormous damage to pupils' self-esteem and the pupil-school relationship.

Punishments will often be an appropriate response to inappropriate behaviour, but staff do have a legal responsibility to consider the health and safety of colleagues and pupils and staff should be mindful that sanctions, and the communication of sanctions, are risk factors.

Staff should conduct a dynamic risk assessment before deciding to discuss sanctions with pupils. A highly anxious pupil may for example be pushed into self-harm, absconding or violent behaviour if they are told about a sanction without being given the appropriate support or time to de-escalate first. Whilst it is preferable for sanctions to follow incidents of inappropriate behaviour without undue delay, it is advisable for staff to allow a cooling off period before advising pupils of sanctions.

Staff should not use this cooling-off period as an excuse to avoid issuing a sanction, or to pass the responsibility for the sanction on to colleagues. Punishments delivered by the staff member involved in the initial incident are more effective.

Authorized Sanctions

Sanctions are less effective in modifying negative behaviours but they do serve a vital function in school, communicating messages of control and order to the rest of the population. The sanctions authorized for teachers to use at Maplewell are:

- Contacting parents – either by letter, phone, email or in person;
- Detentions – either break or lunch – Pupils may be required to carry out restorative tasks during a detention, like mending some damage, cleaning up some graffiti or writing a letter of apology. Pupils may also be required to complete missed work;
- After-School detentions – all teachers are timetable to supervise an after-school detention on a published rota basis from Monday to Thursday. There is an identified member of SLT available each night to support this and they are held in room 1a;
- Loss of tangibles – tangibles may take the form of reward time, access to reward activities, participation in extra-curricular or club activities. A loss of tangibles may also include a token economy fine;
- Internal Exclusion – planned in advance via the daily behaviour summary; and

Teachers should note that pupils must be supervised during detentions and supervising staff should ensure that they hold detentions in an open room to reduce the risk of malicious allegations. If teachers have concerns about holding a detention for any reason, they should inform Reception staff of the detention. A member of the Behaviour Support Team is likely then to make an unannounced visit to the detention. This is to safeguard staff and pupils.

After-School Detentions

There are two types of after-school detentions: After-School detentions in response to serious incidents. These may take place on any evening; After-School detentions in response to an accumulation of negative behaviour incidents will take place every Wednesday. Students who have 10 negative behaviour points in a week will receive an automatic after-school detention.

Appendix 9: Post Incident Reflection

Restrictive Physical Intervention – Post-Incident Reflection

Bound and Numbered Report Number:..... Staff involved:..... ..... Student involved:.....

Action Points arising from discussion:

Point	*Examples*	Staff comments	SLT/Behaviour Manager Comments
De-Escalation	*Staff were too confrontational; Staff spoke too quickly; Next time I should not use humour etc.*		
Technical issues	*The single elbow didn't work; I wasn't able to hold effectively; I need more practice; Is there a different hold we could try?*		
Environmental Factors	*We need to remove the class quicker; the stairs are dangerous; we need safe chairs closer to the class*		
Implications for RRP	*All staff need to know he attacked staff; This time he used a weapon; He responded well to...*		

Completed by..... Date:.....

Copies to: Headteacher, staff completing and Behaviour Support Team

Appendix 13: Letter Home – Behaviour Concern

Dear [Parent or Carer's name]

Your child has been involved in a number of incidents recently that have been recorded by staff.

In accordance with our Positive Behaviour for Learning Policy, consequences have been put in place to re-enforce our expectations, to support your child to learn appropriate behaviour habits and to monitor their progress.

Positive Behaviour for Learning is important to us and important to your child. As adults they will need to be able to manage their own behaviour appropriately to take part in society.

We will continue to support you child and help them to develop appropriate self-management skills to enable them to adopt Positive Behaviour for Learning habits. However, I would appreciate it if you could talk to your child about our behaviour expectations and to remind them about the importance of behaving appropriately.

If you wish to discuss your child's behaviour, you are invited to ring the school and arrange to talk to your child's tutor.

Yours sincerely

Mr R Cooper
Assistant Head

Appendix 14: Letter Home – Hate Incident

Dear [Parent or Carer's name]

Unfortunately, I am writing to inform you that your child has been involved in an Incident today at school that has been recorded as a Hate Incident. The school records an incident as a Hate incident if a student's behaviour is of a racist, sexist or homophobic nature, or is in some way discriminatory. All incidences of bullying are also recorded as Hate Incidents. The school takes all such incidents extremely seriously.

In accordance with our Positive Behaviour for Learning Policy, consequences have been put in place to re-enforce our expectations, to support your child to learn more appropriate communication, social and self-management skills.

Positive Behaviour for Learning is important to us and important to your child. As adults they will need to be able to manage their own behaviour appropriately to take part in society; It should be noted that Hate Incidents are crimes.

We will continue to support your child and help them to develop appropriate self-management skills to enable them to adopt Positive Behaviour for Learning habits. However, we would appreciate it if you could talk to your child about our behaviour expectations and remind them about the importance of behaving appropriately. You should explain to your child that further Hate Incidents may lead to you having to attend a formal behaviour meeting with your child at school, or a fixed term exclusion.

If you wish to discuss this incident, you should call the office and arrange to talk with the Behaviour manager, Miss Smith.

Yours sincerely

Mr R Cooper
Assistant Head

Appendix 15: Letter Home – Serious Incident

Dear [Parent or Carer's name]

Unfortunately, I am writing to inform you that your child has been involved in a Serious Incident today at school. The school records an incident as serious if a student's behaviour puts themselves or others in danger, leads to an injury, or causes damage to property.

Positive Behaviour for Learning is important to us and important to your child. As adults they will need to be able to manage their own behaviour appropriately to take part in society.

In accordance with our Positive Behaviour for Learning Policy, consequences have been put in place to re-enforce our expectations, to support your child and to monitor their progress.

We will continue to support your child and help them to develop more appropriate social, communication and self-management skills to enable them to adopt Positive Behaviour for Learning habits. However, we would appreciate it if you could talk to your child about our behaviour expectations and remind them about the importance of behaving appropriately. You should explain to your child that further serious incidents may lead to you having to attend a formal behaviour meeting with your child at school, or a fixed term exclusion.

As this has been recorded as a Serious Incident, a member of the Senior Leadership Team will contact you to talk about this incident.

Yours sincerely

Mr R Cooper
Assistant Head

Appendix 16: Letter Home – Use of Force

Dear [Parent or Carer's name]

Unfortunately, I am writing to inform you that your child has been involved in a Serious Incident today at school. The school records an incident as serious if a student's behaviour puts themselves or others in danger, leads to an injury, or causes damage to property.

During this incident, staff have had to use force to keep your child and others safe from harm. Staff have a Duty of Care to protect all students, and the use of force is a legal response to help staff carry out this duty. All our staff receive regular training in managing behaviour and, where necessary in the use of force. I can assure you that the minimum amount of force was used for the minimum amount of time to keep everyone safe.

Your child has been seen by a first aider, an internal investigation into the incident will take place, and your child will be given a chance to reflect on the incident. Staff will sensitively explain to your child why it was necessary for staff to hold them.

Positive Behaviour for Learning is important to us and important to your child. As adults they will need to be able to manage their own behaviour appropriately to take part in society.

In accordance with our Positive Behaviour for Learning Policy, consequences have been put in place to re-enforce our expectations, to support your child and to monitor their progress.

We will continue to support your child and help them to develop more appropriate social, communication and self-management skills to enable them to adopt Positive Behaviour for Learning habits. However, we would appreciate it if you could talk to your child about our behaviour expectations and remind them about the importance of behaving appropriately. You should explain to your child that further serious incidents may lead to you having to attend a formal behaviour meeting with your child at school, or a fixed term exclusion.

As this has been recorded as a Serious Incident, a member of the Senior Leadership Team will contact you to talk about this incident.

Yours sincerely

Appendix 17: Letter Home – Bullying

Dear [Parent or Carer's name]

Unfortunately, I am writing to inform you that your child has been involved in a Bullying Incident today at school. The school records an incident as Bullying if a student's behaviour is repeated over time and intentionally hurts another individual or group either physically or emotionally.

Positive Behaviour for Learning is important to us and important to your child. As adults they will need to be able to manage their own behaviour appropriately to take part in society.

In accordance with our Positive Behaviour for Learning Policy, consequences have been put in place to re-enforce our expectations, to support your child and to monitor their progress.

We will continue to support your child and help them to develop more appropriate social, communication and self-management skills to enable them to adopt Positive Behaviour for Learning habits. However, we would appreciate it if you could talk to your child about our behaviour expectations and remind them about the importance of behaving appropriately. You should explain to your child that further incidents of bullying may lead to you having to attend a formal behaviour meeting with your child at school, a fixed term exclusion, or your child being placed on an education programme that limits the amount of time they spend on-site at Maplewell.

As this has been recorded as a Bullying Incident, your child's tutor will be in contact with you to discuss this further.

Yours sincerely

Mr R Cooper
Assistant Head

Glossary

Behaviour

To reflect our role as educators, we believe all inappropriate behaviour is negative. Negative behaviour therefore includes non-engagement in and poor attitude towards learning, including poor attendance; Pupils can neither be engaged in learning whilst behaving negatively nor behaving well whilst disengaged with learning.

Staff at Maplewell Hall School should regard pupils' behaviour as communication, and they should view the use of negative behaviour to communicate as evidence of a deficit in one or more of the associated skill's areas: communication skills, social skills or self-management skills.

Behaviour is always contextual; what is appropriate in one social context may be inappropriate in another. For example, shouting during a lesson is likely to be inappropriate, but shouting at a football match is appropriate and normal. An understanding of appropriate and inappropriate behaviour therefore relies on an understanding of complex social rules and most studies on the social competencies of pupils with learning difficulties have found they have a poorer social cognition than non-disabled or low achieving pupils. These unwritten social rules are sometimes referred to as the "hidden curriculum". Understanding the complexities of this hidden curriculum is particularly challenging for pupils with special needs and staff must consider the pupils specific additional needs and difficulties in terms of recognizing the specific societal norms when dealing with the inappropriate behaviour of pupils.

Behaviour which supports the school's aims should be rewarded. Behaviour that does not support the school's aims is deemed inappropriate or unacceptable. Pupils who display inappropriate or unacceptable behaviour should be supported to develop the necessary communication, social and self-management skills in accordance with this policy.

Functions of Behaviour

Describing or labeling a negative behaviour answers the "what" question. Identifying the function of the inappropriate behaviour answers the "why" question. In the school environment the functions of negative behaviour are likely to fall into four broad categories:

- Escape;
- Attention;
- Tangibles;
- Sensory Stimulation.

Escape

Pupils may engage in negative behaviour to escape a situation, task or person. Pupils may experience heightened levels of anxiety when faced with particular tasks, placed in specific social situations or with certain staff or pupils. In the school context, learning activities that make particular demands on pupil's literacy or numeracy skills, place pupils in new social situations, or are delivered by supply staff, are all examples of situations when pupils may display negative behaviours motivated by a desire to escape.

When attempting to identify the function of any behaviour, staff should be mindful that pupils may be escaping *from* a situation, or *to* a more rewarding situation.

Attention

Pupils may engage in negative behaviour to gain attention from their peers or from staff. For pupils who crave attention there is little difference between 'good' or 'bad' attention. Staff should also be mindful that for the purposes of behaviour management or modification, there is no practical difference between attention seeking and attention needing. The difference is simply one of perspective; from a staff perspective pupils may be engaged in attention-seeking behaviour whilst from a pupil's point of view, the attention is needed.

Tangibles

Sometimes the acquisition of a desired item or activity is the function of negative behaviour. Negative behaviour may be driven by a desire to be at the front of a queue and therefore have first access to an item or activity, for example.

Sensory Stimulation

These negative behaviours are internally reinforcing. At Maplewell they are most commonly linked to autism and include hand flapping, bouncing, rocking and pacing. These behaviours, unlike the three described previously, are likely to be witnessed across all environments, with a variety of different people and even when the pupil is alone. The behaviors are inappropriate because they are likely to result in the pupil being excluded by their peers and in them missing out on learning.

Reinforcement

The term reinforcement describes the reward that the pupil is getting from a behaviour. For example, a pupil is rewarded for putting their hand up in class by gaining the attention of the teacher. The attention of the teacher is the reinforcement that maintains this desired behaviour and increases the likelihood of the behaviour occurring again. If the teacher stops responding to the hands up signal, the pupil will quickly stop using the signal and adopt other behaviours to get the attention they desire.

If we are able to identify what maintains negative behaviours, we can put into place strategies to either develop the pupil's skills to engage in more appropriate behaviours,

or we can make adaptations to the school environment to reduce the likelihood of the negative behaviours being displayed.

If pupils continue to display negative behaviours despite staff clearly indicating that the behaviour is unacceptable through verbal reminders and the use of sanctions, then staff will need to investigate what the pupil is gaining from the behaviour (the reinforcement) that is maintaining the negative behaviour.

In school, typical reinforcement that maintains the negative behaviour may be:

- Being sent out of class;
- Being offered a less demanding task;
- Being given one to one support;

Once the reinforcement has been identified, alternative strategies can be established to help the pupil engage in more appropriate behaviours to gain the reinforcement that will maintain the more acceptable behaviour.

To be effective, any more acceptable replacement behaviour will have to achieve the same or a better outcome for the pupil, and require less effort on the pupil's part compared to the negative behaviour. The new behaviour will also have to be quickly and consistently rewarded by all staff and the old behaviour will have to be dealt with consistently too, so as to ensure it does not benefit the pupil with any kind of reinforcement.

Skills Deficit

Broadly speaking, inappropriate behaviour can be attributed to deficits in one or more of the following three skill's areas:

- Social Skills;
- Communication skills; and
- Self-management skills.

A skill-based deficit exists when a pupil has not learned how to perform a given behaviour. In academic terms, a pupil who has not learned how to punctuate simple sentences correctly could be said to have a literacy skills deficit. It would be appropriate to address this deficit by providing some additional literacy teaching to address this deficit, rather than punishing a pupil. However, when it comes to behaviour, there appears to be a "common sense" tendency to approach things rather differently; a pupil who swears in class, and therefore has a communication skills deficit, is likely to receive a sanction.

At Maplewell, we endeavour to categorise negative behaviours in a way that helps us to identify the deficit skills' areas. In this way we can seek to teach pupils more appropriate responses.

Social Skills

Social skills relate to a pupils' understanding of the social expectations of various environments, sometimes referred to as the hidden curriculum. Understanding and

accurate interpretation of social expectations is critical to good social functioning. Many pupils at Maplewell will have difficulty intuiting the rules of social etiquette in a range of social environments and may need explicit instruction and practice to learn them. Typically pupils at Maplewell may lack the social skills to behave appropriately in the classroom, dining room or playground environments as a result of not having learnt the unwritten social rules for these situations. Appropriate interventions will be required to explicitly teach these social rules if pupils are to be able to behave appropriately in these situations.

Communication Skills

When pupils engage in negative behaviour, the behaviour is often a form of communication. Pupils may use the behaviour to communicate a need or an anxiety in the absence of more appropriate forms of communication. To effectively manage inappropriate behaviour, staff need to first identify what the behaviour may be communicating and to take notice of the messages conveyed by the behaviour. This will require staff to remain calm and positive throughout a crisis, and successful navigation of displays of difficult behaviour will very much depend on the relationship that has been built between the staff, the pupil, the school and the family. Interventions to improve a pupil's communication skills will be needed if there is a deficit in this skills area. Particularly useful are strategies for developing the emotional vocabulary of pupils, or strategies that allow for the communication of feelings without language, such as flash cards.

Self-Management Skills

Self-management skills relate to the emotions pupils are feeling at any given time or in any given circumstance and how well they manage them. Fundamental to self-management is **self-control.** Strategies such as walking away, deep breathing or counting to ten are simple and effective and should be taught to pupils who lack self-management skills.

Special Needs

All pupils at Maplewell Hall School have a Statement of Special Educational Needs (SEN) or an Education, Health and Care Plan (EHC). Some of the pupils' identified or diagnosed needs will have a direct impact on their behaviour. It is incumbent upon all staff working at Maplewell to have a professional level of up to date knowledge of the identified needs of all the pupils they work with and differentiate their approach to inappropriate behaviour accordingly.

There are some behaviours which will always be unacceptable, such as pupils' physical violence against other pupils, but a consistent staff response to all such incidents is impossible. Staff must instead apply a set of principles outlined in this policy and respond to each incident uniquely to ensure safe outcomes for all pupils and staff, and to promote self-discipline and respect.

Duty of Care

Staff are required to do all that is reasonable to protect the health, safety and welfare of pupils. A breach of the Duty of Care could amount to common law negligence. This Duty of Care applies to all staff, not just teachers, and also includes any volunteers.

To carry out this duty during a crisis staff should take reasonable steps to:

- Make sure the environment is safe;
- Verbally instruct pupils to stop the unsafe behaviour;
- Seek help;
- Remove bystanders from the vicinity.

To carry out this duty, staff are not obliged to physically intervene, but staff should be aware that they have the right to use reasonable force, and that their decision to use force where reasonable, proportionate and necessary, will be supported by SLT.

Primary Behaviour

Primary behaviour is the negative behaviour that the member of staff has chosen to challenge. It is the primary behaviour that should remain the focus of any Positive Behaviour for Learning strategies.

Secondary Behaviour

Secondary behaviour is the behaviour that follows from a member of staff challenging a primary behaviour. Pupils might swear in response to a challenge to stop talking, or they may turn over a chair in response to a request to remove their coat.

Secondary behaviour is a vital component for pupils to save face and teachers should be alert to the real need of all pupils to save face in times of crisis: It is much more important for pupils to save face in a crisis, than it is for teachers to save face.

In times of crisis, pupils save face while teachers change face.

Secondary behaviour tends to be an expression of frustration, anxiety or anger in response to staff being firm and consistent about expectations. As far as is safely possible, staff should remain focused on the primary behaviour. If staff raise the stakes by threatening sanctions in response to the secondary behaviours, then the situation will quickly escalate out of control.

Challenging Behaviour

Challenging Behaviour is a term used within the field of clinical psychology to describe behaviour that threatens the normal participation of a person in society. In the case of pupils, the term challenging behaviour should only be used to describe the behaviour of pupils who are at risk of exclusion because their behaviour presents a significant risk to people or property at Maplewell.

Some pupils may display challenging behaviours at home which put at risk their foster placements for example. Other displays of challenging behaviour at home may put pupils at risk of arrest. Where pupils display challenging behaviours at home, but not at school, staff should be careful to make this clear in their records.

Pupils identified as displaying challenging behaviour are our highest risk students. Staff will need to use the full repertoire of strategies outlined in this policy to keep everyone safe. Our ethos still stands however; for as long as these students remain on roll, we are

committed to providing a rewarding, meaningful education that develops the skills and qualities needed for them to lead independent lives as responsible members of the community.

To help pupils displaying challenging behaviour, there are therefore additional support structures in place to support Positive Behaviour for Learning.