

Behaviour Policy

Related Policies:

Safeguarding Policy, e-safety Policy, Complaints Policy, Positive Handling Policy, Absconding Policy, SMSC Policy, Anti-Bullying (including Cyberbullying) Policy, Transport Policy, First Aid Policy, Health and Safety Policy

Purpose

To ensure students are supported in line with their needs and that behaviours that challenge are managed in line with government and local legislation, guidance and policies.

This policy details Wolfdale School Ltd's (Wolfdale School) commitment to the management of challenging behaviour, proactive and reactive strategies for supporting students and how the school aims to reduce the use of restrictive interventions.

The policy also contains procedures for staff regarding the reporting and recording of incidents and use of restrictive interventions. The procedures also detail how the Inclusion Manager will store and utilise this information for the good of the school and its beneficiaries.

Positive behaviour outcomes

At Wolfdale School we aim to promote positive behaviour and support students to improve/modify negative or challenging behaviour. We recognise that due to the difficulties students at Wolfdale School face that crisis behaviour for one student may manifest differently to another.

Therefore, we commit to the provision of an individualised Positive Handling Plan (PHP) for each student at Wolfdale School. These plans will detail known behaviours and effective responses for staff to support a student through the 6 stages of conflict (Anxiety, Defensive, Crisis, Recovery, Depression and Follow Up). It is anticipated that with these plans staff will be better equipped to recognise triggers and low-level behaviour and support a student to avoid crisis level behaviour.

The PHP is one way in which Wolfdale School is committed to the reduction in use of Restrictive Interventions (RI). Wolfdale School also recognises that analysis of incident information so that strategies and approaches can be enacted in future is another way in which the need for RI can be reduced.

Following the use of RI staff will be required, by Wolfdale School, to record this in the Bound and Numbered book, the Inclusion Manager will use the information detailed within this to further develop strategies to avoid repeated use of RI.

Staff will receive training in both Autism and strategies to support individuals during each stage of an incident and will be equipped to identify and respond to potentially challenging situations with greater efficacy. It is anticipated that with this, students will be supported in a way that suits them and reduces the incidences of challenging behaviour, and the need for restrictive interventions.

Behaviour Policy

Reflection

Wolfdale School may on occasion require a student to complete work in the school's Reflection Room. Reflection is a calm and quiet space away from main classrooms where a student is able to work 1:1. Time in Reflection will also be used to discuss behaviours with a student and debrief following a significant incident that requires either the use of Restrictive Intervention, Reasonable Force or a consequence.

Students at times may need escorting to the Reflection Room as their crisis level behaviour presents a risk to themselves and others. As detailed above, where staff have had to physically engage with a student this will be recorded in the Bound and Numbered book and brought to the attention of the Inclusion Manager.

Team Teach

Wolfdale School is committed to ensuring that where challenging behaviour occurs staff are adequately equipped to de-escalate such occurrences. To this end Wolfdale School employs two intermediate level Team Teach Tutors who in turn are able to train other Wolfdale School employees up to Basic 12 hour Team Teach training. This covers a mixture of law, de-escalation techniques, interactive activities, disengagement techniques and restrictive interventions.

Staff will be required to complete the bound and numbered book when they have utilised restrictive interventions and report this information to either the Senior Support, Inclusion Manager or Head of school.

Reasonable Force in line with Team Teach

On occasion staff may require the use of reasonable force to maintain good order and discipline as well as to safeguard the student(s) from potentially harmful situations. Staff are trained in the use of Team Teach positive handling techniques, however there may be situations that arise where a staff member must act outside the realm of their training to safeguard students/staff/members of the public from harm. Where this has occurred, staff will be required to complete the Bound and Numbered Book and inform the Inclusion Manager, further information may be sought by the Inclusion Manager to ensure best practice has occurred.

When using reasonable force staff are only to apply the proportionate amount of force that is reasonable given the situation that has arisen, only for as long as is necessary. This applies to both the use of Team Teach interventions as well as interventions deemed to be the application of reasonable force.

There may be times where an incident involving a student engaged in use of Restrictive Intervention or reasonable force, that a judgement is made regarding ending the student's day early. The system found within the procedures section of this policy details the process by which this decision must be made, and how Wolfdale School will respond to such situations.

Behaviour Policy

Searching and confiscation

Wolfdale School staff, authorised by the Head of School (Sachin Dogra), where there is cause for reasonable suspicion, reserve the right to search a pupil for prohibited items, or confiscate belongings which are considered to be harmful or detrimental to school discipline. Consent for a search should be sought in the first instance. If a student does not offer consent a search can only take place to search for items that are prohibited by law or by the school's rules, these articles are detailed in appendix (i) attached to this policy .

Upon commencing search of a student, whether consented or not, a student should be treated in line with Article 8 of the European Convention on Human Rights (ECHR) and should be given a reasonable level of privacy, any interference with Article 8 must be reasonable and justified. In most circumstances the sex of the student will determine the sex of the staff conducting the search and another staff member, preferably of same sex, will be present to witness the search. However, there may be occasions where this isn't possible due to immediate risk of harm or offence. In those situations, staff must contact the Head of School or Inclusion Manager as soon as safe to do so and inform of the action taken. This is then to be recorded on a general information report, clearly titled Search, irrespective of the outcome of the search. This document will be stored in the student's personal file at Wolfdale School.

Discipline beyond the school gates

Due to the nature of the difficulties faced by students at Wolfdale School it is the intention of the school to ensure that any disciplinary measures taken are reasonable to the context of the incident and take place as soon as is practicable. However, there may be circumstances where the school is compelled to enact disciplinary measures against a student where there has been misbehaviour outside of the school and its normal operating hours, which may adversely affect, or diminish the orderly running of the school. Such instances will be considered on their individual merit and the decision to respond to such situations will be made by the Head of School, Inclusion Manager and Senior Support. The Directors will be informed of the decision to take disciplinary measures and involved in further decision making.

Rewards and Sanctions

Wolfdale School recognises that students may at times be responsive to the use of rewards and sanctions as determined by their behaviour.

Staff will be empowered to issue rewards and sanctions to students based on the context of a situation, provided that doing so is lawful and compliant with policy and legislation. Strategies to address challenging behaviour will be detailed within the student's individualised PHP however at times it may be appropriate for the school to impose a sanction on a student. A list of possible sanctions can be found in appendix (ii). This list is not exhaustive but sets the framework for sanctions enshrined in UK law.

Behaviour Policy

Anti-bullying strategy

Please refer to the Wolfdale School Anti-Bullying policy and Safeguarding policies for Wolfdale School's full anti-bullying strategy.

In short, the School commits to involving Staff, Students and Parents in fostering a safe and supportive environment at all of Wolfdale School's sites. Any incidents and concerns are to be logged and reported to School leadership. Both victim and perpetrator will be provided support throughout the school's intervention, as will staff involved in the process.

Due to the high ratio of staffing to students at Wolfdale School all staff who have contact with students are to be vigilant for the signs of bullying as detailed in the Anti-bullying and Safeguarding policies, and respond in accordance with these policies.

Peer on peer abuse, whether sustained or an isolated event will be managed in accordance with Safeguarding Policy, Legislation and Guidance as well as the Behaviour Policy and procedures associated with these policies.

Legislation, guidance and policies

This policy has been written in conjunction with the following

Legislation and Guidance;

- Equality Act 2010
- The Education Act 1996/2011
- The Education and Inspections Act 2006
- Human Rights Act 1998
- Behaviour and Discipline in Schools: Advice for Headteachers and School Staff 2016
- Special Education Needs and Disabilities Code of Practice 2016
- Searching, Screening and confiscation 2018
- Use of Reasonable Force in Schools 2013

Wolfdale School Policies;

- Anti-Bullying Policy
- Safeguarding Policy
- Absconding Policy
- Equality Policy

Behaviour Policy

Review Date: February 2019

Next Review Date: February 2020

Version Control

Version no	Revision Date	Approved by	Circulation
1	Created January 2017	Directors	Office copy/ school website / shared staff folder
2	Created February 2019 – Inclusion Manager	Head of School (DSL) / HR and Learning Manager	Server: Woldale Staff shared folder / email circulation to all staff /school website

Behaviour Policy

Appendices and Procedures

Appendix (i) – 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
- to cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff 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.

Appendix (ii) – Sanctions

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day.
- Missing break time.
- Detention including during lunch-time, after school and at weekends.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- In more extreme cases schools may use temporary or permanent exclusion

Behaviour Policy

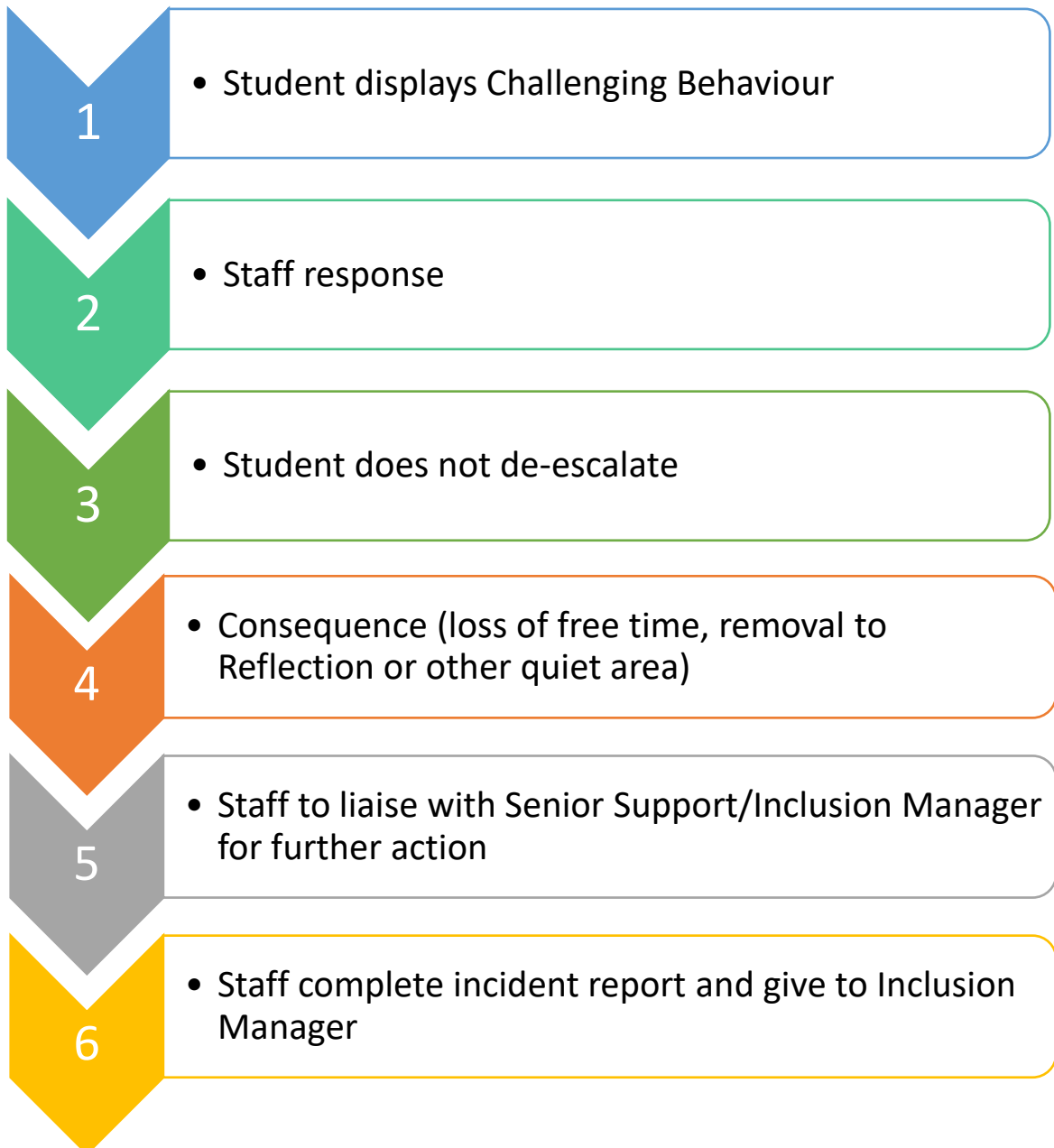
Appendix (iii)

Flow charts which detail the procedures associated with the behaviour policy are documented on the following pages as follows:

1. Incident Reporting
2. QA and Processing of Incident Reports
3. Use of Isolation/Reflection
4. Recording of low-level behaviours
5. Recording, storing and monitoring efficacy of Reflection
6. Destruction of incident documentation
7. Prolonged instances of crisis behaviour and Restrictive Intervention

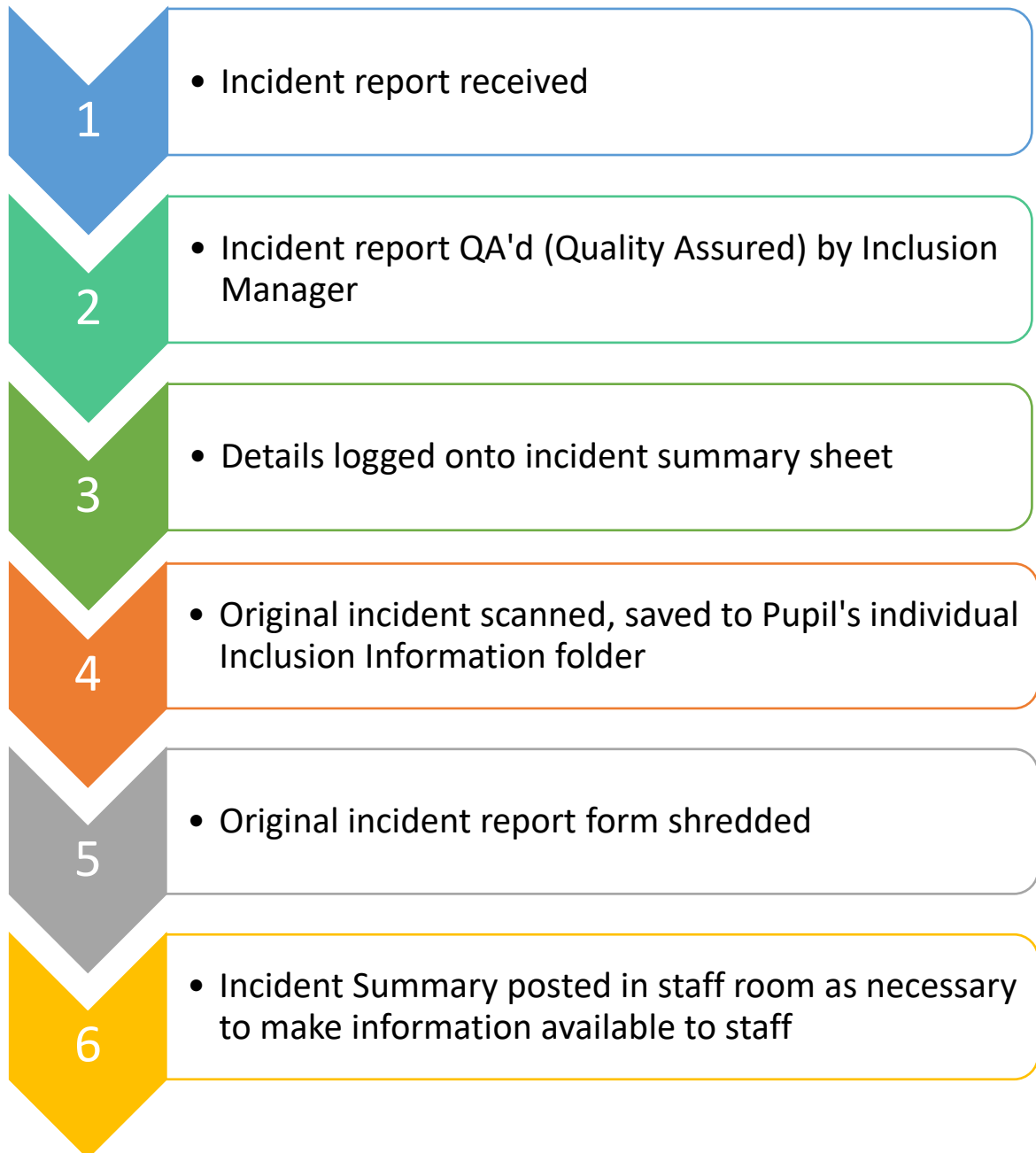
Behaviour Policy

1. Incident reporting



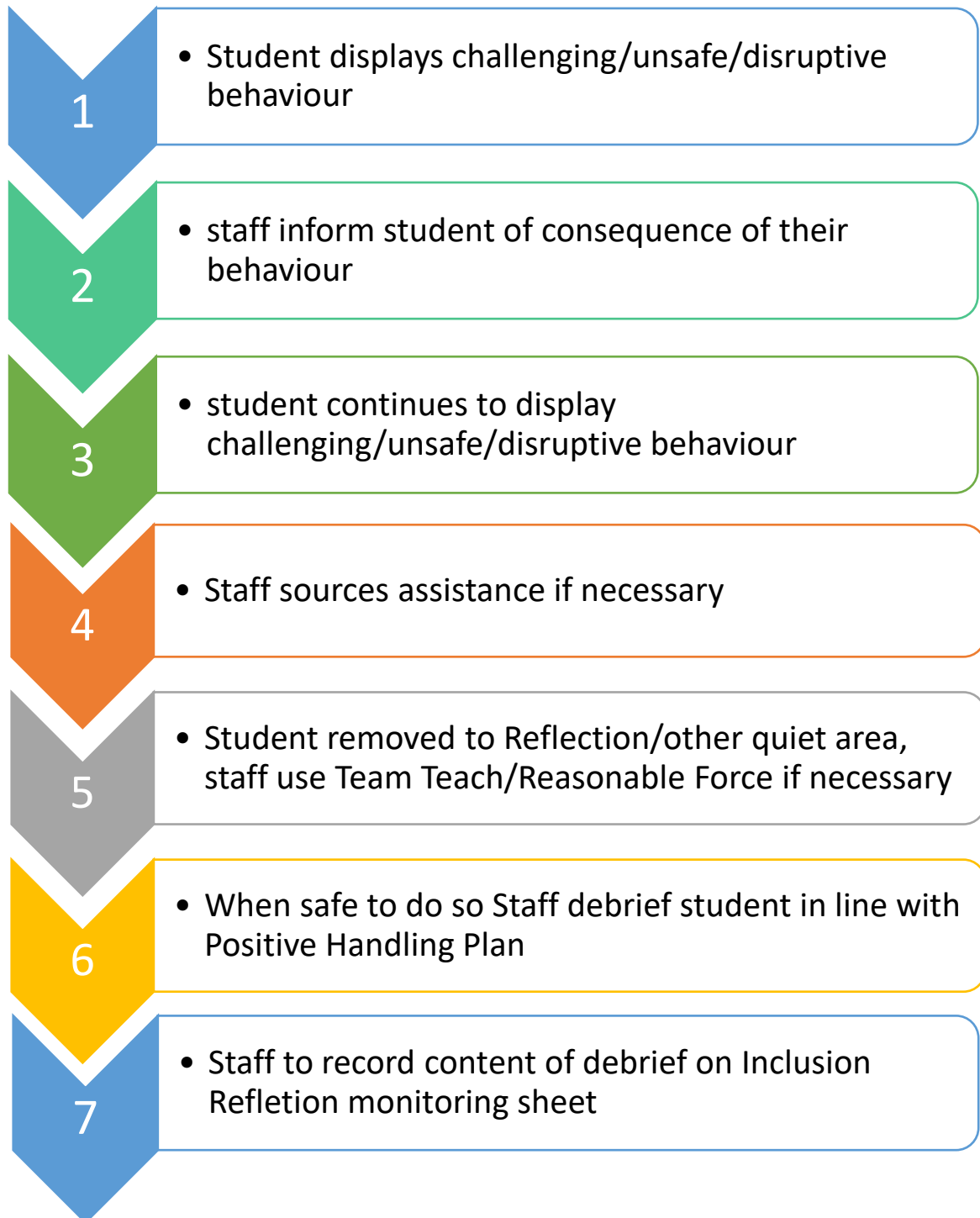
Behaviour Policy

2. QA and processing of incident reports



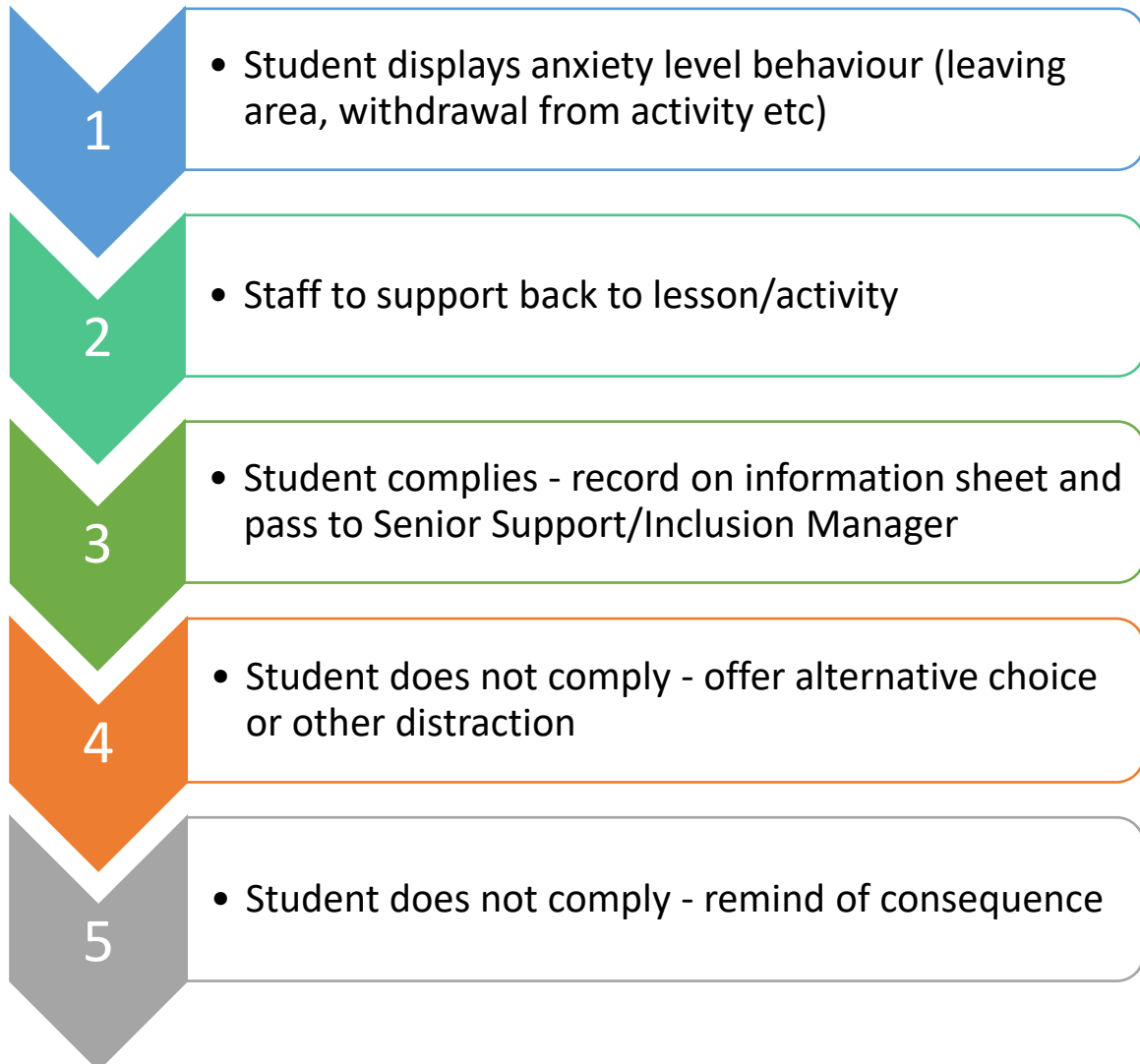
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3. Use of Reflection/Isolation



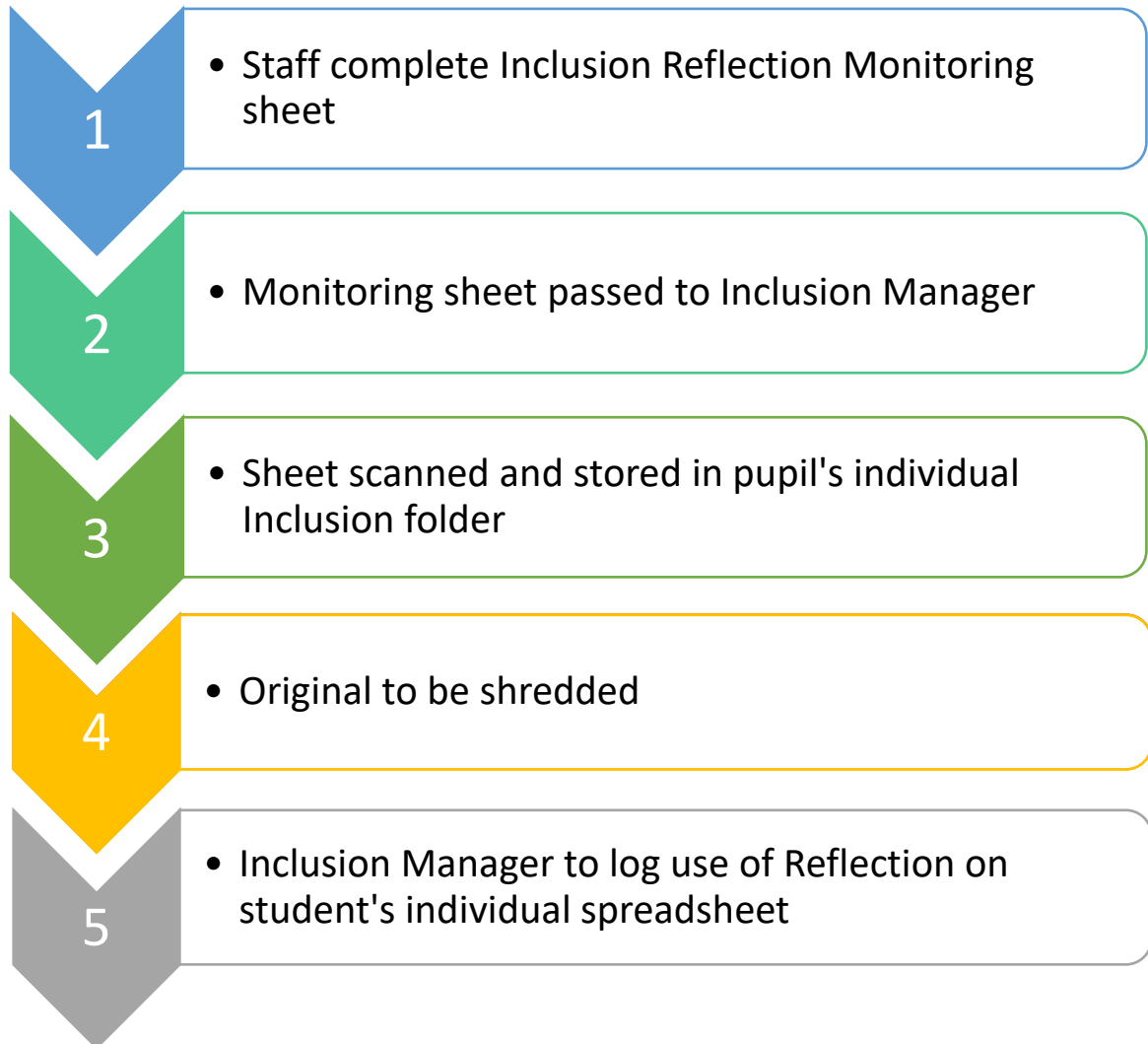
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4. Recording low level behaviours



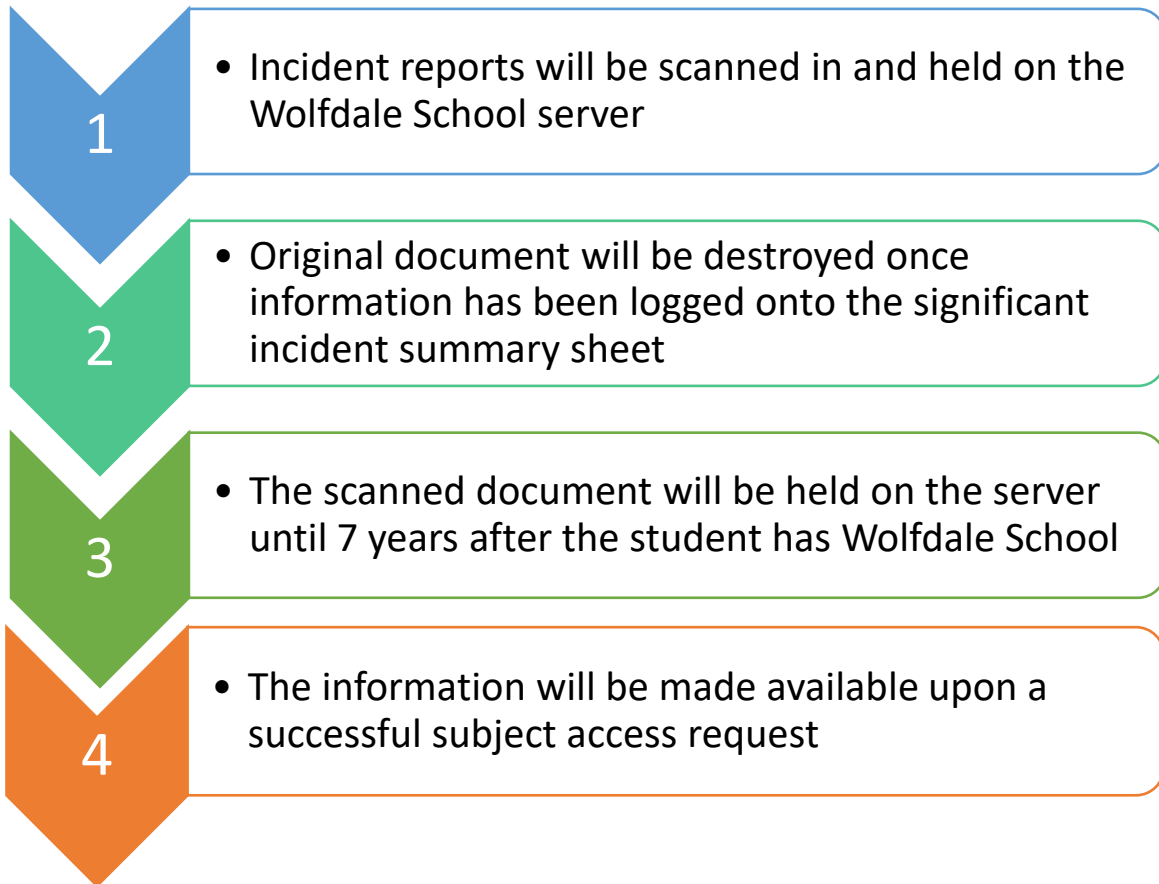
Behaviour Policy

5. Recording, storing and monitoring efficacy of Reflection



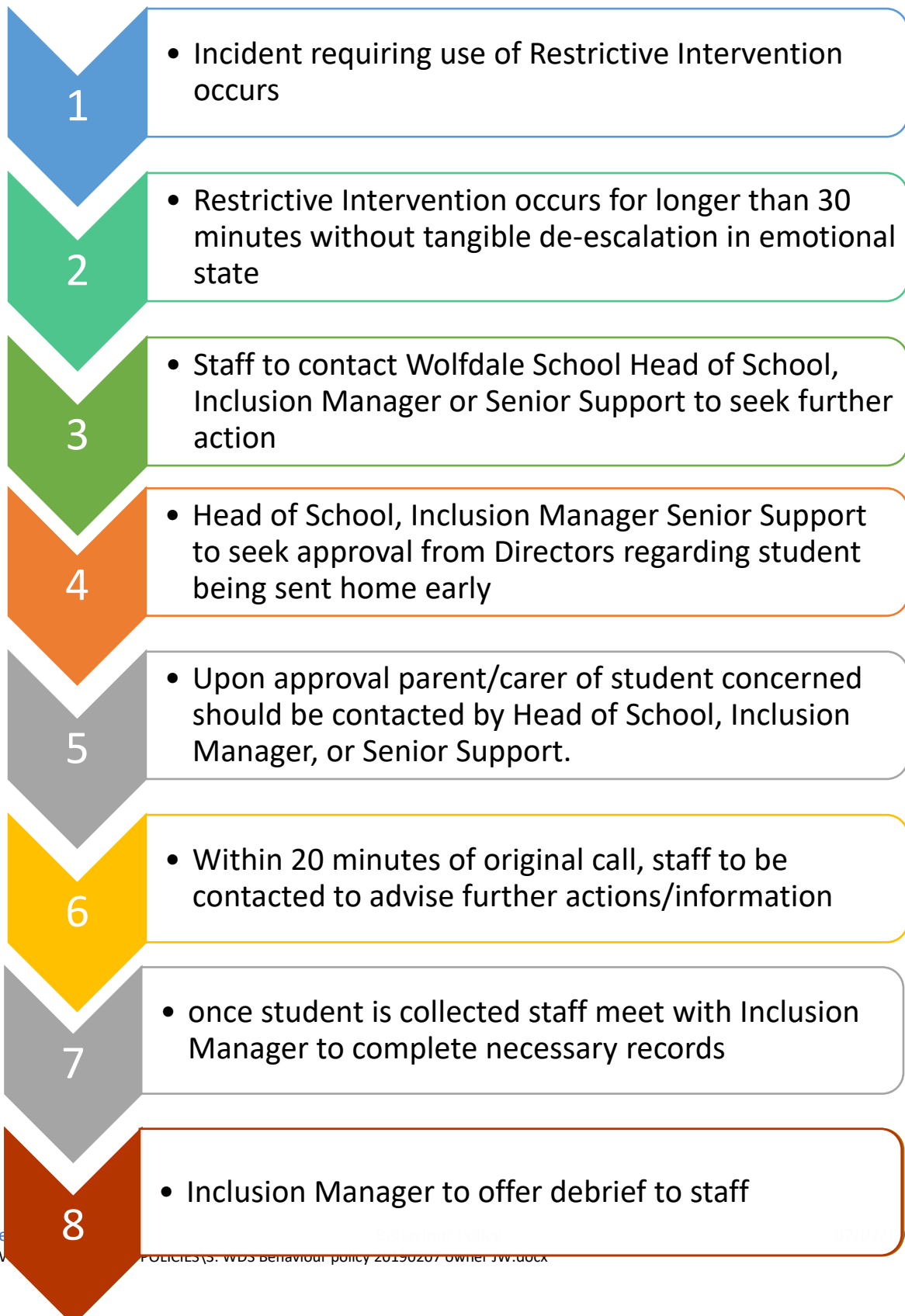
Behaviour Policy

6. Destruction of incident documentation



Behaviour Policy

7. Prolonged instances of crisis behaviour and restrictive intervention



Behaviour Policy
