

2021-2022

BEHAVIOUR POLICY



CRAVEN PUPIL REFERRAL SERVICE

THE SNAYGILL CENTRE
Keighley Road, Skipton, North Yorkshire, BD23 2QS

MC Ratification Date: December 2021

Review Cycle: Annually

Review Date: December 2022

Latest Review Amendments: Updated responsibilities, promoting good behaviour, authorisations of staff (RPI), updated Ladder of Consequences, removal of some appendices, other minor changes. Statement of behaviour principles (appendix 1)

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BEHAVIOUR POLICY

1. INTRODUCTION:

Craven PRS operates within the context of North Yorkshire's Integrated Education Service and aims to provide high-quality education within caring and stimulating environments in which all pupils are valued equally.

The Craven PRS Behaviour Policy is an overarching statement, the purpose of which is to determine boundaries of acceptable and unacceptable behaviour to fulfil the duty of care placed on staff employed in the school.

Craven PRS Senior Leadership Team with input from the whole-school team will review the Behaviour policy annually from 2022 and assess its implementation and effectiveness.

2. LEGISLATION AND STATUTORY REQUIREMENTS:

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

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

3. RATIONALE:

Craven PRS works to the principle that the Headteacher is responsible for good discipline in the school and that teachers have a responsibility to deal with behaviour in their classroom settings as well as communal/social areas where staff are on duty. All staff should have the opportunity to access appropriate training and be able to seek advice or assistance from others as and when appropriate.

Each pupil has the right to:

- Be able to learn and achieve at the highest level possible.
- Understand what we mean by acceptable behaviour.
- Take responsibility for their behaviour and its consequences.
- Be aware of how their behaviour affects others, so that they can become responsible members of the school and wider community.
- Feel safe, free from bullying, valued and respected.
- Be encouraged to succeed through praise and encouragement.
- Be consulted about changes to this policy through the Pupil Voice.

Each member of staff has the right to:

- Be able to work effectively in an atmosphere conducive to good discipline.
- Understand their role in promoting good behaviour.
- Feel safe, valued, respected and treated with courtesy.
- Access to appropriate sanctions and effective support in enforcing these sanctions.
- Access to appropriate CPD, coaching and support to enable them to develop as behaviour managers, especially when difficulties are encountered.
- Support from parents, with appropriate input from senior leaders if this is not given.
- Be consulted about changes to this policy through staff meetings and focus groups.
- Staff are expected to adhere to the School Behaviour policy and work with others as part of a team.

Each parent has the right to:

- Be informed about the school's expectations and sanctions/rewards.
- Be made aware of important issues with their child's behaviour in school.
- Feel able to talk to an appropriate member of staff if they have concerns or questions.
- Understand their rights and responsibilities as parents.

Promoting Good Behaviour

We promote good behaviour within the school by:

- Use of home-school agreements that set out the school's expectations on behaviour.
- Focusing on the positive aspects of pupil's behaviour through a culture of praise and reward.
- Communicating to pupils what we mean by acceptable behaviour.
- Applying commonly agreed expectations, rules, sanctions and rewards consistently and fairly, so that pupils are given clear messages without contradiction.
- Ensuring that staff model good behaviour, with a focus on the development of mutual respect, understanding and courtesy at the heart of all interaction with pupils.
- Providing support, guidance and CPD for staff to ensure that they can contribute
- to the promotion of good behaviour within the school.
- Providing further support to help those pupils who struggle to understand what constitutes acceptable behaviour.
- Engaging parents as partners in promoting good behaviour including through the home-school agreement and by communicating this policy to all parents annually on the school website.

Within the context of the DFE Guidance and further behaviour training advice Craven PRS will endeavour to:

Have a consistent approach to behaviour management

Craven PRS adopts proactive approaches to behaviour management, with an emphasis on de-escalation and diffusing strategies. In practice, Craven PRS is committed to:

- Know the names of all staff.
- Praise the good performance of staff.
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy.
- Ensure absolute clarity about the expected standard of pupils' behaviour.
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- Display school rules clearly in classes and around the building.
- Staff and pupils should know what the school rules are.
- Display the tariff of sanctions and rewards in each class.
- Have a system in place for ensuring that children never miss out on sanctions or rewards.
- Setting clear expectations and firm boundaries (agreed by pupils, parents/carers and staff) as set out in the Home/School Agreements displayed in the centre and the Centre's Code of Conduct. We believe that the most effective behaviour policy is one where all concerned with pupil's welfare work together in a whole-school approach.

- Supporting the provision of an enriching learning environment in which everyone feels safe, valued and able to learn.
- Encouraging good behaviour and respect for others and prevent all forms of bullying.
- Providing and maintaining adequate staffing levels that do not leave individuals isolated or in a vulnerable position.
- Developing and maintaining staff competence and expertise which corresponds to the needs of the pupil population.
- Avoiding situations which are known to trigger aggressive episodes and creating opportunities to engage pupils in meaningful activities which include opportunities for choice, achievement and empowerment.
- Establishing care/positive handling plans/Risk Assessments & Student Passports for those who require intensive support.
- Involving families and advocates to help pupils to express how they prefer to be managed when they pose a significant risk to themselves or others.
- Recognising early stages of behavioural episodes and the deployment of diffusion techniques to avoid escalation.
- Ensuring that class sizes are manageable.

Have strong school leadership by:

- Modelling the behaviour, you want to see from your staff.
- Ensure that other Senior Leadership Team members are a visible presence around the school.
- Check the building is clean and well-maintained.
- Regular Training.
- Staff have a voice through Staff Meetings, Governors and Focus Groups.

Develop classroom management and promote good behaviour by:

- Ensure that staff praise good behaviour and work.
- Ensure that staff understand the special needs of pupils.
- Using Behaviour for Learning techniques so that pupils experience a consistent approach to behaviour management within each of their lessons.
- Discussing the rewards/sanctions model with pupils in keyworker times.
- Applying this and the school rules consistently and fairly, so that pupils are fully aware of what is expected of them in *all* lessons,
- Providing a safe, stimulating and orderly environment for learning, maintaining an appropriate balance between praise and sanction.
- Actively using praise to encourage and motivate all pupils to contribute and succeed.
- Planning and delivering appropriate and challenging lessons, considering the ability range of the pupils and any special needs.
- Using Assessment for Learning techniques so that pupils are provided with effective feedback to help them to improve.
- Using knowledge of pupil behaviour and abilities to plan where pupils sit and how they might be grouped for collaborative work.
- Planning homework tasks carefully so that all pupils understand what is expected of them.
- Explaining to pupils the reasons for any sanctions and being prepared to listen to a pupil's point of view when it is appropriately expressed.
- Challenging poor behaviour calmly but firmly, using the range of sanctions available and talking through any poor behaviour

Have a clear and transparent Rewards and Sanctions system by:

- Having clear plans for pupils likely to misbehave and ensure staff are aware of them.
- Putting in place suitable support for pupils with behavioural difficulties.
- Rewards that are detailed and transparent.
- Sanctions that are detailed and transparent.

Follow behaviour strategies and the teaching of good behaviour by:

Pupils have the responsibility to:

- Attend school each day on time.
- Follow the school's rules and accept responsibility for their mistakes when they do not.
- Follow any reasonable instruction from a member of staff.
- Treat all members of the community with respect and listen to their views.
- Report problems to an appropriate member of staff so that they can be dealt with properly.
- Allow teachers to teach and other pupils to learn without interruption or disruption.
- Arrive at lessons on time with the appropriate equipment and ready to work to the best of their ability.
- Complete work and homework to the best of their ability and within the deadlines set by teachers.
- Seek help with work when there are problems with understanding.
- Not bully others abuse them or their property.
- Avoid any form of aggressive behaviour.

Staff have the responsibility to:

- Plan and deliver appropriate and challenging lessons, taking account of the ability range and any special needs within the class.
- Be punctual to lessons.
- Provide a safe, stimulating and orderly environment for learning, encouraging all pupils to be able to contribute and succeed.
- Provide effective feedback to enable pupils to improve.
- Support and enforce the school rules consistently and fairly.
- Explain to pupils the reasons for sanctions and to be prepared to listen to their point of view, provided it is properly expressed.
- Communicate with parents as appropriate to provide them with relevant information to help their children.
- Support other staff members appropriately.

Parents have the responsibility to:

- Ensure that they are familiar with the school's expectations and rules as expressed in the home-school agreement.
- Inform the school about any issues that may affect a child's behaviour in school.
- Support the school in any reasonable action it takes to improve a child's behaviour.
- Attend any meetings reasonably requested by the school.
- Treat members of staff with the respect and courtesy expected of all members of our community.

The Management Committee has the responsibility to:

- Ensure that the school's procedures are fair and consistent.
- Deal with complaints and appeals in line with the school's complaints procedures.
- Ensure that there is no discrimination in the implementation of this policy.
- Review their statement of principles every year
- Review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.
- Monitor this behaviour policy's effectiveness and holding the headteacher to account for its implementation.
- Maintain the 'Written set of Behaviour Principles' for the school annually (appendix 1)

The Headteacher has the responsibility to:

- Review and approve this behaviour policy in conjunction with the Management Committee.
- Ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Increase staff development and support:

- Through the appraisal system and CPD to improve their behaviour management strategies.
- By supporting staff in their role through regular supervision meetings/individual support meetings with line managers or HT.

Provide pupil support systems by:

- Having clear plans for pupils likely to misbehave and ensure staff are aware of them through meeting with pupils/parents
- Putting in place suitable support for pupils with behavioural difficulties which may include a Behaviour Contract
- Providing Keyworker opportunities to support pupils.
- Providing 1:1 session to support pupils.
- Providing support for pupils by engaging with external agencies.

Maintain liaison with parents and other agencies by:

- Building positive relationships with the parents of pupils with behaviour difficulties.
- Maintaining weekly reports and phone calls home to update parents on pupil behaviour.
- Regular termly progress meetings to update them on progress in school and learning.
- Offering parents an open line of communication either through an open-door policy to talk to staff face to face or on the phone.

Managing pupil transition by:

- Supporting pupils and parents.
- Listening to advice from other professionals and transfer setting data and information
- Creating a transition plan that is supportive and individualised

The organisation and facilities of the school by:

- Maintaining the school premises to avoid disruption in learning.
- Check that pupils move around the school in an orderly manner.
- Check up on behaviour outside the school.

4. REWARDING ACHIEVEMENT:

Craven PRS regards positive recognition of individual pupils or groups as a valuable and effective strategy in ensuring that pupils are rewarded for doing the right thing.

Reinforcement of good behaviour and/or effort with learning is regularly given in comments to parents and carers by telephone calls following discussion at staff debriefing at the end of each day. These are to be logged on Bromcom, or CPOMs as required.

5. REWARDS:

A range of reward can be earned based on points recorded on the MIS system. This ranges from phone calls, postcards and letters home to specific reward experiences decided in consultation with student and staff voice.

6. POSITIVE BEHAVIOUR:

Craven PRS believes that in many instances' behaviour problems can be avoided or prevented by using appropriate behaviour strategies. Such as.

- Emotionally literate and therapeutic coaching principles
- Listening: Listening is important. Being listened to can have a positive effect on behaviour and motivation.
- Staying calm: Calming strategies often work. The teacher remaining seated and talking softly may avoid the escalation of confrontation.
- Providing clear directions: Checking for understanding and paying attention to signals and body language.
- Positive reinforcement: Focus on those who are carrying out instructions
- Keeping pupils engaged and on task: Providing consistent praise, which is specific and genuine. Using positive repetition.
- Managing anger: Keep it brief. Criticise the behaviour, not the pupil. Use 'I' statements. Re-establish the relationship as soon as possible.
- Averting confrontation: Tactically ignoring secondary behaviours whilst not creating an audience. Using a clear hierarchy of sanctions.

More detailed information regarding these strategies is outlined in **Appendix: Non-Confrontational Teacher Talk.**"

In addition to this staff are issued with clear strategies to promote positive behaviour.

At Craven PRS we also strongly believe in creating the right behaviours for learning. All staff are requested to manage classroom behaviour appropriately and positively and ensure that they are always exemplary role models.

7. SUPPORTING SELF REGULATION:

Organising the classroom for effective communication and behaviour:

- Class rules
- Routines
- Communication and social interaction difficulties
- Sensory processing needs
- Understanding self-injurious behaviour
- The language of choice
- Rewards and consequences
- Reparation
- Emotional Coaching

Our learners want to behave well:

- Behaviour is a means of communication – we must ensure that all learners are supported to communicate their needs safely and appropriately using their preferred communication systems.
- With the right support and intervention, learners can learn to self-regulate and manage their own behaviour.
- Mistakes are part of the learning process, and we recognise that all our learners are at different stages of the developmental process.
- All our learners have learning difficulties and other complex needs which impact on how they learn to regulate and manage their behaviour.
- Teachers and class teams must be given the opportunity to learn, understand and have insight into why our learners become dysregulated, and reflect on how/why it impacts on their behaviour. To work collectively

with our learners, their parents/caregivers and other professionals to develop strategies as part of a positive behaviour support plan to support them to self-regulate and manage their behaviour in a positive manner.

Teachers, Instructors and support staff can support our learners by:

- Being mindful and reflecting on the quality of our relationships with each other
- Reflecting and being committed to continuously improve the quality of our provision.
- Reflecting with parents and carers and other professionals so we are well-informed and have insight and understanding of their individual needs.
- Reflecting and planning the “scaffolding” we put in place to support them to learn self-regulation skills.
- By observing, gathering and analysing data on behaviour – to ensure our interventions are personalised, well informed and planned according to the needs of everyone within the context of their class or within lessons on- and off-site.
- To work in close partnership with our learners, their parents and carers, and other professionals working with them e.g., occupational therapy, speech and language therapy, CAHMS etc.
- To invest time and allow safe spaces and opportunities for learners to practise these skills and make mistakes from which they can learn, develop and grow.

The quality of our relationships

The quality of our relationships with our learners. These relationships are crucial. Each adult is a significant adult for our learners. To foster successful, enabling relationships we need to:

- Actively build trust and rapport – which must be earned: This expectation is not a given
- We should have high expectations for all learners. When we demonstrate our belief in them, it supports them to succeed.
- We always treat learners with dignity and respect by communicating carefully and clearly in a way that is accessible to them and their current level of need.
- Adults should listen respectfully to the learner and make a judgement about how/when to respond.
- Invest in your relationships with the learners and have fun together.
- Consider what might be behind the behaviour; why the learner is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify and understand.
- See things through e.g., consequences in place as a response to behaviours, both desirable and undesirable.
- Keep our word – and if, for some reason, we are unable to honour a commitment to a learner, to communicate clearly and honestly about why this has happened.
- Identify the strengths of the learner – identify these with the learner where possible and build on it. If a learner is not able to do this, advocate for the learner within the team or professional group.
- Apologise if you make a mistake – you are modelling this for the learner, and this will support you to build trust and respect.
- Name and manage your emotional reactions to learners’ behaviour i.e., always demonstrate emotionally intelligent behaviour. Seek help if you are finding it difficult to manage your feelings about a learner.
- It is important to resolve difficult feelings about learners’ behaviour – it is unhelpful history, focus instead on getting it right in the future.
- Quietly but firmly hold appropriate boundaries for the learners.
- Seek support from wider professional networks to problem-solve behaviour that challenge.
- We are always respectful to learners; we do not talk about them over their heads or in front of other learners.
- We are non-judgemental about learners’ life experiences, but we use behavioural data to inform our planning for them.
- The quality of our relationships with other professionals/MAST. It is important to ensure we are working collaboratively with other professionals working with learners to ensure their input into planning and strategies e.g., speech and language therapist, occupational therapists or CAMHS. It is also the class teacher or keyworker’s responsibility to share any needed information or strategies with other teams, e.g., Specialists Team or play provision, to ensure consistency in strategies and enabling learners to succeed in self-regulating and managing their behaviour in different contexts, lessons and environments.

8. POWERS OF DISCIPLINE OUT OF SCHOOL:

Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants. Sanctions and rules that are available for use in school will also be available in those circumstances out of school.

9. CONSEQUENCES:

Background

'Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). This power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. They can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school. Teachers have the power to impose detention outside school hours. Teachers can confiscate the pupils' property.'

These legally can include:

- 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 (sometimes referred to as 'mufti' days).
- 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 mealtimes; 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.
- Parental consent is not required for detentions.

'As with any disciplinary penalty, a member of staff must act reasonably given all the circumstances. With lunchtime detentions, staff should allow a reasonable time for the pupil to eat, drink and use the toilet.'

At Craven PRS we strive to reduce behaviour problems to a minimum. Where problems do occur or persist we operate a system of consequences which trigger a response when presented.

The hierarchy of consequences operating in Craven PRS includes: -

- withdrawing attention (tactical ignoring).
- discussion with the pupil to identify and deal with the problem.
- warnings.
- changing tuition arrangements or venue temporarily as a result of unacceptable behaviour.
- resetting of the lesson targets, where appropriate.
- resetting of personal targets on target sheets to address behavioural issues.
- contacting parent/carer.

- changing tuition arrangements or venue for a longer-term after persistent disruption of the learning of other pupils.
- fixed period exclusion.
- Home/School Contracts to target specific problems.

These consequences are outlined in detail within our, **“Ladders of Consequence.”** See Appendix 5. This Ladder is displayed in all teaching rooms and communal areas so that pupils are constantly reminded of unacceptable behaviours.

The consequences are triggered when pupils behave unacceptably. The range of consequences goes from the 1st Rung of the ladder involving low level behaviours dealt with by the teacher right through to the 8th Rung for more serious behaviours dealt with by the Headteacher or in his absence, other SLT staff.

Craven PRS is committed to developing restorative approaches to dealing with behaviour problems in school. These include enquiry, listening and discussion, mediation, group/circle time, family conferencing (which includes the drawing up of Home-School Agreements) and modelling of good behaviour by staff.

When the situation requires the use of a formal **sanction** this should be recorded on the School MIS.

10. SECLUSION and ISOLATION:

Background:

‘Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what is often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms (see paragraphs 14 and 15). The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.’

Where necessary students are isolated in an appropriate area of school under supervision from a member of staff.

11. EXCLUSIONS:

Craven PRS does **not** permanently exclude pupils. It is the policy of the Service and the school to make appropriate alternative provision for those pupils whose behaviour would have warranted permanent exclusion should they have been in mainstream school. This will be subject to a satisfactory risk assessment having been carried out. Exclusions are a last resort in any circumstances.

Fixed period exclusion.

- The decision to exclude can only be taken by the Headteacher, or their designate in their absence.
- Where the exclusion is for 5 days or more, a subgroup of the Management Committee will meet to consider the exclusion. At the review meeting, parents have the right to make representations.

During any exclusion period, work will continue to be set and marked by Craven PRS. Parents have the right to see a copy of their child's record. The school will supply a copy of the record following a written request by the parent. The Headteacher will send exclusion letters to parents/carers with copies to the Locality Education office and the appropriate Senior Advisor. A copy will be kept in the centre exclusion file and pupil file.

12. CONFISCATION OF ITEMS:

Confiscation of inappropriate items

What the law allows:

'There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) Power to search without consent for "prohibited items" including:

- *knives and weapons*
- *alcohol*
- *illegal drugs*
- *stolen items*
- *tobacco and cigarette papers*
- *fireworks*
- *pornographic images*
- *any article that has been or is likely to be used to commit an offence, cause personal injury 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.*

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise, it is for the teacher to decide if, and when to return a confiscated item.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for headteachers, staff and governing bodies.

At Craven PRS we have adopted the above criteria for searching pupils.

13. USE OF REASONABLE FORCE:

Power to use reasonable force

What the law allows:

'38. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

39. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco

and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

40. Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

41. Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies. See Associated Resources section below for a link to this document.'

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Rationale:

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in the school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.

Every effort will be made to ensure that all staff in this school:

- (i) clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and
- (ii) are provided with appropriate training to deal with these difficult situations.

However individual members of staff cannot be required to use physical restraint.

The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible to prevent the need for physical intervention.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

De-escalation is ALWAYS the priority.

Definitions

PHYSICAL CONTACT

Situations in which proper physical contact occurs between staff and pupils, eg, in the care of pupils with learning disabilities; in games/PE; to comfort pupils.

PHYSICAL INTERVENTION

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

POSITIVE HANDLING

This will involve the use of reasonable force when there is an immediate risk to pupils, staff, property or maintaining good order and discipline within the school.

All such incidents must be recorded using the appropriate paperwork.

14. UNDERPINNING VALUES:

Everyone attending or working in this school has a right to:

- recognition of their unique identity.
- be treated with respect and dignity.
- learn and work in a safe environment.
- be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection.
- expect staff to undertake their duties and responsibilities in accordance with the school's policies.
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school.
- be informed about the school's complaints procedure.

The school will ensure that pupils understand the need for and respond to clearly defined limits which govern behaviour in the school.

Parents should have committed themselves through the Home-School Agreement to ensure the good behaviour of their child and that he/she understands and follows the Schools' Behaviour Policy.

15. AUTHORISED STAFF:

In this school **some teachers/support staff** are authorised to use reasonable force and physical restraint by the Headteacher:

Mr A Haughey	Acting Headteacher/Maths Lead/DDSL
Mrs K A Wright	DSL & English Lead
Ms N Arthurs	SENDcO & Science Lead
Ms L Milburn	Instructor/HLTA
Ms R Deakin	Instructor/Office Manager
Mr D Armstrong	Caretaker/Cleaner
Ms C Senior	Attendance Officer/Office
Ms C Metcalfe	HLTA

Authorisation is not given to volunteers or parents.

Authorisation is not generally given to supply staff. Some supply staff may be authorised to use reasonable force if they are familiar with this school's policy and have undertaken training.

The Headteacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Headteacher will ensure that those authorised are aware of, and understand, what the authorisation entails. Those whom the Headteacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed, for example, to contact an authorised member of staff.

In summary, any untrained staff member needing a pupil to be constrained MUST call upon trained staff by using the 'PANIC' buttons provided in all rooms, or alternatively calling, 'STAFF HELP' when in public/social areas.

The Headteacher will maintain a list of those who have been authorised and training which has been provided. This list will be reviewed termly.

16. AUTHORITY STAFF WORKING IN SCHOOL:

Support Services will have their own policies of care and control of pupils, but service staff will, whilst on school premises, be expected to be aware of and operate within the policy of this school.

17. TRAINING:

Training for staff will be made available and will be the responsibility of the Headteacher. No member of staff will be expected to undertake the use of reasonable force/positive handling without appropriate training. It is envisaged this will take place on an annual cycle, learning points and plans drawn up as and when appropriate. Before the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development. Training will be regular and consistent and adapted according to the ongoing, identified needs of the school.

18. STRATEGIES FOR DEALING WITH EXTREME CHALLENGING BEHAVIOUR:

Staff consistently use positive strategies to encourage acceptable behaviour and good order.

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all the following approaches should be taken according to the circumstances of the incident:

- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain; (this includes negotiation, care and concern)
- Further verbal reprimand stating:
 - that this is the second request for following instructions.
 - an explanation of why observed behaviour is unacceptable.
 - an explanation of what will happen if the unacceptable behaviour continues.
- Warning of intention to intervene physically and that this will cease when the pupil complies. If possible, summon assistance.
- Physical intervention. Reasonable force uses the minimum degree of force to prevent a child harming him or herself, others, displaying behaviour prejudicial to good order and discipline of the school or property.

19. TYPES OF INCIDENTS:

The incidents described in Circular 10/98 fall into three broad categories:

- (a) where action is necessary in self-defence or because there is an imminent risk of injury.
- (b) where there is a developing risk of injury, or significant damage to property.
- (c) where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations which fall within one of the first two categories are:

- a pupil attacks a member of staff, or another pupil.
- pupils are fighting.
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property.
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.
- a pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others.
- a pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

- a pupil persistently refuses to obey an order to leave a classroom.
- a pupil is behaving in a way that is seriously disrupting a lesson.

20. ACCEPTABLE MEASURES OF PHYSICAL CONTROL:

The use of any degree of force can only be deemed reasonable if:

- (a) it is warranted by the particular circumstances of the incident.
- (b) it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent.
- (c) it is carried out as the minimum to achieve the desired result.
- (d) the age, understanding and gender of the pupil are taken into account.
- (e) it is likely to achieve the desired result.

Wherever possible assistance should be sought from another member of staff before intervening.

Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.

This form of physical intervention may involve staff:

- physically interposing themselves between pupils.
- blocking a pupil's path.
- escorting a pupil.
- shepherding a pupil away.

In extreme circumstances, trained staff may need to use more restrictive holds.

Any such measures will be most effective in the context of the overall ethos of the school, the way in which staff exercise their responsibilities and the behaviour management strategies used. Wherever reasonable force is used, staff must keep talking to the pupil.

21. RECORDING AND REVIEW:

Where physical intervention has been used to manage a pupil, a record of the incident **may** need to be kept. Where physical control or restraint has been used a record of the incident **will** be kept. This record should be made in a school incident book which will include

- name of pupil
- date, time and place of incident

- a brief description of the incident and actions taken.

The 'Incident Book' report will be completed as soon as possible after the incident, normally prior to staff going off duty and be signed by all staff involved and the Headteacher/DSP.

In addition, specific details of the use of reasonable force will be recorded on Form Craven PRS Incident Requiring Positive Handling which will include:

- how the incident developed/antecedents.
- attempts made to calm the situation.
- names of any staff or pupils who witnessed the incident.
- the outcome of the incident including any injuries sustained, by any pupil or member of staff.
- any damage to property which has resulted.
- whether/how parents have been informed.
- and, after investigation, a summary of actions taken.

Staff may find it helpful to seek advice from a senior colleague or representative of their professional association/union when compiling a report.

After the review of the incident with the pupil, the DSP will review the incident with the pupil. Parents will be notified. There will also be a supportive staff debrief to establish any concerns and if the incident could have been prevented.

A Health and Safety Accident Report Form (ARF) will be completed and returned to the Authority.

Where staff have been involved in an incident involving reasonable force, they should have access to counselling and support. Within the school, this will be made available through the Headteacher. Staff may also contact the Local Authority's welfare/counselling services.

22. ACTION AFTER AN INCIDENT:

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff Facing Allegations of Abuse Procedure
- Staff or Pupil Disciplinary Procedure
- School Behaviour Policy
- Exclusions Procedure

The member of staff will be kept informed of any action taken. In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

Within 24 hrs of any incident requiring Physical Intervention the Incident book will be completed and signed off including a staff consultation review. This will be completed by the Headteacher or DSL.

IT IS ALSO EXTREMELY IMPORTANT AND HELPFUL TO COMPLETE A STRUCTURED INTERVIEW WITH THE PUPIL AFTER AN INCIDENT. THE TIMING OF THIS MUST BE APPROPRIATE. PLEASE REFER TO THE APPENDICES FOR STRUCTURED INTERVIEW 'HELP' GUIDANCE

23. COMPLAINTS:

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be dealt with under the School's Complaints Procedure (See Compliments & Complaints Policy)

The Chair of the Management Committee will be informed of complaints, but other governors will not be involved as a complaint may require further action on their part.

24. MONITORING OF INCIDENT:

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour can only be contained by the use of reasonable force.

This process will also address patterns of incidents and evaluate trends which may be emerging.

25. MONITORING AND RECORDING BEHAVIOUR:

Craven PRS monitors and records behaviour daily.

26. POLICE CONTACT:

If police arrive at Craven PRS to interview or possibly arrest a pupil the following procedure is followed: -

Police have a right to interview a pupil and Craven PRS staff cannot refuse to allow the interview to take place.

- A member of school staff will be present at the interview.
- Notes of the interview will be made by the member of staff and kept in the pupil file.
- Parents/carers will be contacted after the interview and informed that it has taken place unless there are Child Protection issues in which case the police will advise regarding parental contact.

Staff will not accompany pupils to the police station if they are asked to do so. The police will contact Social Care to provide a responsible adult to be present at interviews off site.

27. This policy should be read in conjunction with:

Child Protection Policy
SEND policy
Equality and Diversity Policy
Anti-bullying
Complaint Policy

28. Related guidance

Keeping Children Safe in Education 2021

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf

Preventing and Tackling Bullying/Cyber Bullying Advice for Teachers

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Mental Health and Behaviour in Schools

<https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>

29. Links to legislation

Education Act 1996 <https://www.legislation.gov.uk/ukpga/1996/56/contents>

School Standards and Framework Act <http://www.legislation.gov.uk/ukpga/1998/31/contents>

Education Act 2011 <http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>

Appendix:
Non-Confrontational Teacher Talk
Rewards and Consequence Ladder
Statement to Parents on the use of Reasonable Force
HELP for Interviewing a Pupil
HELP Script for Challenging Behaviour
HELP Script for Staff

Management Committee

	Print name	Signature	Date
Head Teacher			
On behalf of Management Committee			

Appendix 1 written statement of behaviour principles

A statement of behaviour principles written by governors is required by all:

- Maintained schools
- PRUs
- Non-maintained special schools

Your governing board is free to determine the frequency with which the statement is reviewed.

This is set out in the guidance on statutory policies. <https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts/statutory-policies-for-schools-and-academy-trusts>

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Management Committee every year.

CRAVEN PUPIL REFERRAL SERVICE

Non-Confrontational Teacher Talk

Teacher Techniques	Details
Choice	Gives pupils some control over a situation and is less likely to initiate point blank refusal. Examples include: "I want you to get on with work or (consequences) it's your choice." "Are you choosing not to follow our rules on ____?" Or "Sit over here or next to Peter (implicit choice)".
Take-up time	Allow pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follow an instruction with a pause to allow pupils time to comply. Examples includes: "Could you open your book and start work now Jane. I'm going to see Bill who needs some help but I'll come back in a minute if you need any"
Partial agreement	Deflects confrontation with pupils by acknowledging concerns, feelings and actions. Examples include: "Yes, you may have been talking about your work but I would like you to ..." "Yes, it may not seem fair but ..."
When-then direction (Granny's Law!)	Avoids the negative by expressing the situation positively. Examples include: It is better to say, "When you have finished your work, then you can go out" than "No, you cannot go out because you have not finished your work."
Privately understood signals	Draws the classes together and builds in sharing times. Examples include: 'Clapping your hands gently twice;' standing next to a 'learning zone' poster in the room or raising your arm. An individual pupil may recognise a gesture from the teacher as a reminder to concentrate on work.
Tactical ignoring	May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the 'target' pupil but praise the nearby pupil. If target pupils change their behaviour, praise them. Examples include: The teacher may say to a nearby pupil "Well done. You have remembered to put your hand up to answer a question."
Redirect behaviour	Reminds the pupils what they should be doing and avoids getting involved in discussion about what the pupils are doing wrong. It may be possible to focus their attention on the required task. Example includes: "Okay Marie and Mark. We're looking at the extract from Tennyson on page 23 of your books."
Consequences and sanctions	Needs to be in line with the school policy and be implemented clearly and consistently. Potential consequences are discussed with a student where appropriate. Students are encouraged to use the 'choice' to modify their behaviour.
Deferred consequences	Deals with a pupil who is misbehaving later and therefore removes the 'audience' that is the rest of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome. Example includes: I'd like to sort this out Amy but can't do it now. I will talk with you at 10.30am."

Ladder of Consequences

Level	Behaviour	Consequence Range	Responsibility	Actioned By
6	Repeated level 5 incidents Possession of illegal items Violent behaviour	Any of Level 5 Consequences + Fixed term exclusion	Pupils	Headteacher All Staff Police
5	Repeated level 4 incidents Physical abusive Threatening Behaviour Behaviour Contract/IBP fail Serious damage to property Theft	Any of Level 4 Consequences + Police involvement Isolation (all day)/Off site Review of Provision Individual Behaviour Plan Parents attend meeting	Pupils	Headteacher All Staff
4	Repeated Level 3 incidents Off-site Truancy Taking property without permission Racism Bullying	Any of Level 3 Consequences + LA Racism referral made Individual Behaviour Plan Loss of Off-Site Privileges	Pupils	Assistant Headteacher TLR teacher All Staff Headteacher in the case of IBP
3	Repeated Level 2 incidents Internal Truancy Verbally Abusive Damage to Property Smoking	Any of Level 2 Consequences + Isolation	Pupils	All Staff Instructors and HLTAs Assistant Headteacher
2	Repeated Level 1 incidents	Any of Level 1 Consequences + Catch-up work set Parental Contact	Pupils	All Staff
1	Inappropriate language Unsporting behaviour Preventing others from learning Disruptive behaviour Lateness Attendance Failure to wear correct uniform Non-compliance Chewing in class	Warning's 1 st / 2 nd Time Out Loss of points Referred to 'On Call' Moving seats Working in another room Restorative Action Items Confiscated Recorded in Pupil File/SIMS	Pupils	All staff

The ladder of consequence is the method through which we personalise the sanction to be appropriate for each student's individual need, or barrier to learning and their progress.

Rewarding Achievement:

1. REWARDING ACHIEVEMENT:

Craven PRS regards positive recognition of individual pupils or groups as a valuable and effective strategy in ensuring that pupils are rewarded for doing the right thing.

Reinforcement of good behaviour and/or effort with learning is regularly given in comments to parents and carers by telephone calls following discussion at staff debriefing at the end of each day. These are to be logged on Bromcom, or CPOMs as required.

2. REWARDS:

A range of reward can be earned based on points recorded on the MIS system. This ranges from phone calls, postcards and letters home to specific reward experiences decided in consultation with student and staff voice.

This entitles the pupil to:

A HOT DRINK AT BREAKTIME (every day the following week) **and**

Exceptional behaviour or work is given an additional reward of a:

- **RAFFLE TICKET** with the pupils name on. These are drawn for vouchers/prizes once per half term in assembly.

Going 'Above and Beyond' in any way will also be rewarded with a:

- **ABOVE AND BEYOND CERTIFICATE and ONE EXTRA TOKEN.** The certificate will be given out and celebrated at the weekly 'Rewards Assembly

This will be filed to show the pupil's achievement and progress.

In addition to these rewards pupils are rewarded for good attendance:

- **Prize** for 100% attendance each half term
- **Prize** for most improved attendance each half term

Appendix 4

Statement to Parents on the use of Reasonable Force

POLICY ON CARE AND CONTROL OF PUPILS

STATEMENT FOR PARENTS ON THE USE OF REASONABLE FORCE FOR INCLUSION IN SCHOOL PROSPECTUS

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances staff will follow the school's policy for dealing with such situations. Any parent wishing to view this policy may do so on request.

Appendix 5

HELP for Interviewing a Pupil

STRUCTURED PUPIL INTERVIEW FOLLOWING AN INCIDENT – ‘HELP’

This is not a formal interview but neither should it be an informal chat. It has a clear structure, which is designed to help everyone review, reflect, repair and learn from an incident.

- **Hear the pupil’s story first and try to listen to the feelings as well as the words**
- **Explain why you or the member of staff had to take the actions you or they did. Use ‘I’ language to explain that we have a duty of care to keep people and property safe. Explain why the actions were absolutely necessary, how they were in the pupil’s best interests and how they were reasonable and proportionate.**
- **Link the feelings of the pupil with those of the staff member to show that both parties have feelings that drive their behaviour. Separate the person from the behaviour. It is not personal.**
- **Plan together to find better ways of dealing with similar situations in the future. What can both parties do differently?**

This plan should be reported, recorded and reviewed

Appendix 6

HELP Script for Challenging Behaviour

A 'HELP SCRIPT' FOR DE-ESCALATING CHALLENGING BEHAVIOUR

When a situation is becoming difficult a script allows simple messages to be made without misunderstanding or provoking an argument. The framework avoids the use of 'you' and there is a 'no blame – no threat' message throughout. The form of words is intended to make it easier to avoid arguments.

People respond to their own name, so it is good practice to use their name to get their attention.

Staff when attempting to calm a situation should use the help script below:

"John... I can see that something has happened"

Acknowledge that there is a problem without allocating blame. Telling a person that you can see they are angry or upset suggests that they are the problem.

Staff aim is to give help and support.

"I am here to help.... Talk and I'll listen..."

Then give the pupil a direction and the staff a function

"Come with me and we'll have a chat"

Coupled with a non-threatening sideways stance this invites the pupil to move along with the staff member and presupposes that they are going to resolve the situation peacefully. It offers a way out with dignity.

'HELP' SCRIPT FOR STAFF

Staff should be encouraged to feel confident in offering help and should not see accepting help as a form of weakness. Seeking help is a sign of professional strength.

It should be an expectation that staff will offer to help and that colleagues will accept help when it is offered

Building this into our policy is key to establishing a positive supportive culture

It is a sign of professional courtesy to offer help and allow the recipient to choose what sort of help they require.

- Offer: *"Help is available..."*
- Response: *"You can help by ..."*

In a real situation the conversation might go like this:

- *"Mr Brown, can I help?"*
- *"Thank you, Ms Smith, you can help by... getting Tom a cool drink, sitting here while I get Tom a cool drink, asking Mr Wood if he could spare us a minute..."*

Accepting help involves telling staff exactly what they are required to do

There may be occasions when the staff member involved may not be the person best placed to make the decision. Other things may be happening that they are not aware of or they may be getting upset without realising it.

This is when the "More help" script can be used.

- Offer: *"Mr Brown **more** help is available..."*

Here the person offering help is in control of the situation. This should trigger an automatic response.

- Response: *"What do you suggest?"*

The person offering '**more**' help needs to give a clear direction:

- *"I would like you to see if Mr Wood is available ... let me sit with Tom... I'll catch up with you later..."*

This time it is the member of staff who is offered a get out with dignity.