



## Behaviour Policy

Taking note of statutory guidance:

- 'Behaviour in Schools' July 2022
- Suspension and Permanent Exclusion Guidance July 2022
- 'Creating a Culture' March 2017
- Anti-bullying Alliance guidance
- 'Mental health and behavior in schools' November 2018
- KCSIE 2023

Author: Marianne Best

Review Period: Yearly

Next review Due: September 2024

Adopted by Governors: September 2023

### Reviews:

September 2023

September 2022

October 2021 update (to include Team Teach and statement of principles)

8 June 2020 (includes Appendix 6: Coronavirus addendum)

## Legislation and statutory requirements:

This policy takes note of the Department for Education (DfE) guidance on:

- <https://www.gov.uk/government/publications/behaviour-in-schools--2>
- <https://www.gov.uk/government/publications/school-exclusion>
- [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.
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

### 1. Context:

Students arrive at Welburn Hall School with different levels of learning ability and unique educational and medical needs. Many of our students also have pronounced social, emotional and mental health needs, often with complex autistic spectrum conditions. We seek to develop student competence in self-regulation of behaviour, including that which promotes effective learning. It is our responsibility to establish and maintain 'good order' in school and this has to be worked for.

We have zero tolerance of any form of bullying and use guidance from the Anti-bullying Alliance to teach students about bullying. There is a strong culture of Pupil Voice in school and 'student ambassadors' who work with staff and the Headteacher to encourage this positive anti-bullying/zero tolerance culture. We accept the definition of bullying as:

*Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.*

*(ANTI-BULLYING ALLIANCE - Definition of bullying)*

We acknowledge our responsibility 'beyond the school gate'; in our setting this tends to be limited to online peer-to-peer negative behaviour, for which we also adopt a zero tolerance approach and work diligently with staff, pupils and parents to work together to combat the external influences of social media including gaming.

In order to support the development of this self-regulation in students and to

encourage staff wellbeing, we adopted and continue to develop a relational approach based on the latest neuroscience. It is an 'attachment and trauma-aware', research-based, compassionate approach to behaviour management, both adult and student.

We have trained staff to be leaders in Nurture Group provision and have classes that specific Nurture Groups, for instance for those with primary need of SEMH. Nurture practice is embedded across all classes, with the use of Boxall profiling as a key tool in assessing and managing learning behaviours and needs in the classroom.

We have a common belief about behaviour which is that **all behaviour is communication**. Dysregulated behaviour tells us something about how the environment is impacting on how the pupil is feeling and we seek to understand and manage this with compassion.

We understand that the environment we provide, can and does add to positive or negative feeling. However, for our students, problems are normal where:

- They are only just learning to develop their internal controls and in some cases, are testing the boundaries of what is acceptable. In our school context, this will not happen at the usual chronological age and may not happen during their school years
- They feel threatened, frightened or surprised by something in the environment including someone else's communications. Given the percentage of our students who have autism or other sensory and communication difficulties, this is particularly important to understand
- They are experiencing/have experienced high levels of trauma or stress in their life outside school
- The type of activity or method of delivery does not match the needs or ability to learn of the child or young person
- Adults do not adequately control their own behaviour and communications both verbal and non-verbal
- A disturbance in their health or function of their particular needs is causing inability to self-regulate their behaviour or behave in a socially acceptable way

Individual staff responsibility:

Adopting a compassionate approach, it is the responsibility of each member of staff to participate actively in the maintenance of positive behaviour throughout the school, by:

- Being a positive role-model in their approach to students and to each other.
- Giving constant care and thought to the interactions which students witness between members of staff.
- Taking individual responsibility for engagement with unacceptable behaviours, avoiding the temptation to pass on low-level issues to senior staff.

- Observing and responding early to any concerns or inappropriate behaviour, as per agreed compassionate approach.
- Ensuring that students are kept aware and, where necessary, reminded of these expectations regarding behaviour.
- Providing reinforcement and encouragement to students and groups which display positive and appropriate behaviour.
- Following guidance and training in regard to Restrictive Physical Intervention, (RPI), using the Team Teach training.
- Adhering to school procedures and policies for the recording of incidents.
- Participating in meetings/forums which address individual student need in regard to behavior
- Following specific guidance resulting from such meetings or through external assessment, such as information from an educational psychologist or pediatrician.

All members of staff must also consider this document within the context of other relevant policies and DfE guidance.

## 2. Behaviour and the School Community

2.1 A high standard of behaviour will benefit the whole school community and all parents/carers are informed that students are expected to conform to the convention of behaviour appropriate to their age and/or understanding.

2.2 The school seeks to promote positive behaviour through relational policy and by means such:

- Celebrating success, tested not by the absence of problems (being wary of under-reporting) but by the way we deal with them
- Consistent application of our own agreed values of respect, excellence and perseverance within each area of School and College and Residential, including any alternative provision or extra- curricular activities.
- Promoting the importance of high quality of relationships between staff and students, underpinned by a mindful compassion approach
- The use of learning via the curriculum, extra-curricular and residential activities to explain about acceptable, pro-social behaviour and encourage discussion and reflection.
- Finding both simple and creative ways in which to reward positive behaviour (quick to praise, use assemblies/established systems, involve parents, use whole group rewards where appropriate, use data to drive improvements/analysis needs).
- The use of Student Council, assemblies and other opportunities to set out in student-friendly terms, the school's expectations regarding behaviour. This

includes the attendance and participation of Head Boy and Girl at FGB (full governing body) meetings.

- The use of student forums/electronic surveys to seek the views and ideas of the student body and foster positive peer-pressure.
- Simple expectations for behaviour are written in the home/school diary. In our context there is both the opportunity and the need for this to be highly individualized.

Bearing in mind the uniqueness of each child/child's needs, Welburn Hall School chooses to avoid extensive lists of written rules in favour of:

- Positive modelling by staff of student-centred, respectful behaviour. Recording of achievements in for example CPOMS, the school newsletter, diaries, assemblies and shared with student, parents and staff
- Adopting the school approach where 'unintentional consequences' are dealt with fairly and compassionately with due regards to students' individual needs and learning ability
- Developing excellent relationships between students and staff, parents and staff, including every child or young person being allocated a keyworker on entry to School or Residential (for boarding students), to improve communication
- Shared expectation that our students can achieve at the highest levels
- Recognizing that all of our students have strengths and areas for development and that these need to be championed by staff and reinforced regularly
- Using Boxall profiling, education and clinical psychologist advice, latest research and guidance to develop highly personalized targets for development of appropriate learning behaviours.
- Be extravagant with praise, to encourage an ethos of unconditional positive regard at all times and praise students when they display good progress in their learning and behavioral skills as appropriate for each student.
- Expectations for each staff group are made clear. Teachers are responsible for the behaviour of students in their class and how this is managed, which will be highly personalised to each class and in some cases, each pupil.
- Vigilance in determining patterns of, or increases in, socially unacceptable behaviours.
- The collection and analysis of data relating to behaviour, which will inform policy and practice

### 2.3 Behaviours we seek to promote in the whole student community:

- Learning to self-respect and self-control

- Learning to 'self-regulate'
- Showing respect for others in everything we do
- Cooperating and being a 'team player'
- Being honest and open
- Having good manners
- Listening to adults/advice
- Attracting the attention of an adult appropriately
- Keeping safe/ following instructions
- Allowing others to speak and be heard
- Accepting both praise and criticism, building resilience and a 'can-do' attitude to life

#### 2.4 Behaviours we particularly seek to promote in any learning environment:

- A positive, resilient, 'can-do' attitude to work and learning
- Effort to engage with the task
- Pride in task completion and working with others
- Moving around the class or activity appropriately

#### 2.5 Additional behaviours we particularly seek to encourage in the residential setting:

- Accepting the routines of the house
- Accepting and taking part in appropriate activities
- Respect for the privacy of others
- Care of personal possessions and bedroom
- Contributing to the group and learning via domestic tasks
- A willingness to help peers and staff

#### 2.6 Behaviours we seek to discourage:

- Aggression in any form
- Bullying in all its forms: Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.
- Socially unacceptable language
- Dishonest behaviour
- Disruptive behaviour
- Making hurtful remarks
- Theft or unauthorised borrowing
- The sale or exchange of personal property

### 3 Responding to Unacceptable Behaviour

3.1 We believe that when behaviour is unacceptable we can, through a mindful/compassionate approach, view these as generating 'unintended consequences'. We adopt a relational, solution-focused response action, respecting all involved and seeking to promote co-existence and conflict resolution.

3.2 An unintended consequence happens when a child or young person behaves in an unacceptable manner. Any action taken by staff as a consequence must always be related to the undesirable behaviour, as close as possible to the time of that behaviour as possible. All actions should be logged in CPOMS and restorative approaches taken with all involved as swiftly as possible, to restore harmony.

3.3 Depending on the nature of the unacceptable behaviour, or the safety risk, this approach may result in the following:

- Explanation and discussion with the student
- Intensifying a planned focus upon rewarding their positive behavior using approaches that are solution-focused such as MEP or other recommended approaches from the educational/clinical psychologist
- Expression of disappointment or displeasure
- Planned, appropriate and agreed 'time-out' for reflection (not punishment or rejection of the student)
- Discussion with parents
- The setting of achievable targets for improvement using Boxall
- Counselling or clinical intervention if felt appropriate

In the case of counselling, it is essential that this is done in a planned way with agreement from parents and clear parameters set. It is not a course of action to be taken without the agreement of senior staff.

3.4 In some circumstances, it may be necessary to consider 'unintended consequences' as a means to developing the individual's understanding. These may include:

- An activity of service to the school community
- Restorative action, such as repair/replacement of damaged items, or discussion with a 'victim'
- Suspension of a specific activity for an agreed period
- A home-based consequence determined by parents/carers in discussion with the school

3.5 All concerns about behaviour should be shared with colleagues and senior staff and usually/judiciously with parents. It is essential, for future reference, that a file note is recorded in CPOMS in the case of more serious incidents of negative behaviour.

3.6 There should be discussion at team meetings and, where necessary, amongst the SLT as to which responses/actions are appropriate to the school and the student/s.

3.7 Where a response action has been determined to be appropriate, it must be logged in CPOMS.

3.8 Suspensions and Exclusions: whilst most consequences would come within one of the above-mentioned categories, the final consequence available is one of suspension or exclusion. As described above, this is to be used only rarely and in response to very serious incidents which are either part of a long-standing problem, where all avenues have been tried or incidents which have impacted seriously on the lives and well-being of others. The school aims always to work with pupils and parents and therefore avoid the possibility of permanent exclusion, except in extreme circumstances. At all times, we will adhere to the relevant guidance (July 2022 guidance 'Suspension and Permanent Exclusion').

3.9 Expectations of staff: sometimes we are unable to pick up on the early anxiety signals that tell us a student is not coping or is becoming aroused or anxious. This may mean that an incident escalates quickly. We are constantly developing guidance and reflecting on managing such situations through our behaviour workshops and meetings, RPI training and working on trauma and attachment awareness. All staff are trained/being trained in Emotion Coaching by a Senior Educational Psychologist.

3.10 We expect that all staff observe some core principles when faced with such a situation:

- Follow the Team Teach script! (Appendix 2 shows an example)

- Make a dynamic risk assessment. This means asking yourself; who is at risk? What one thing can be done to reduce the risk of this happening? Is RPI required to keep anyone safe? De-escalate the situation.
- Manage yourself - set your professional mindset - it is not you personally responding. This is where your training needs to take over (imagine an emergency services response). Check your face and body language are neutral
- Manage the environment - get support if you can to remove other children, items that might be thrown, guiding the child or young person away using simple options. This will increase the likelihood of a successful and dignified resolution.
- Focus on what you want to happen and don't respond to secondary behaviour
- Change face at the first opportunity
- Record the incident on CPOMS; **always be alert for whether there is also a safeguarding element to the incident and when you suspect any pupil is vulnerable as a result, record this in CPOMS as a cause for concern**
- The need to talk following an incident is normal and indicates you are a reflective practitioner. Find any member of SLT or support within your team. All staff should be happy to help. (Emotion Coaching and Team Teach resources will help)
- If you are a witness to an incident; help or move on. Staff flocking can escalate the student
- Find opportunity to spend time with the student as soon as possible - we need to communicate that once incidents are done they are done.
- **Every day is a new day and a fresh start: stay in the 'now'. Do not revisit old issues or in your interactions, anticipate future issues. Unconditional, positive regard for students at all times is key.**

#### 4 Students with individual behavior plans/needs

##### 4.1 Principles:

4.1.1 Welburn Hall School acknowledges that this policy must reflect its role as a special school and that it should make provision for the individual needs of its students in respect to behaviour. Some students will display types of behaviour which result from their condition, and these should be considered along with any other form of need.

4.1.2. Such particular needs must be established systematically and decisions about responses to their behaviour made by teams rather than individuals. Where necessary, a behaviour plan (see appendices for examples) will be in place for any child or young person who needs one. We use a variety of planning tools, including using NHS plans.

4.1.3. Any member of staff may raise their concerns about the behaviour of a particular student, but the behaviour policy must be followed.

4.1.4. The teacher and key worker is at the centre of the behaviour support process, and should be informed of any concerns or possible need to convene a behaviour planning meeting.

4.1.5. The teacher has responsibility for management oversight of what must be detailed within the plan and appropriate methods of RPI identified, with support from the Headteacher, Senior DSL, the Inclusion Manager and the



Family Support Manager as well as parents/carers.

## 5 Restrictive Physical Intervention(RPI)

### 5.1 Background:

As asserted above, it is important to acknowledge the importance of good relationships and good teaching/learning, which underpin the good social/emotional development of all pupils. Therefore, this section of policy should be read in conjunction with our policies on: Equalities, Teaching and Learning and SEND.

### 5.2 Rationale:

The vast majority of pupils at Welburn Hall School behave very well and make progress in whatever the setting. However, in order to fulfil our duty of care to all pupils, prevent harm and maintain a safe /secure learning environment, as a last resort, we may, on a very small number of occasions, need to physically hold (restrain) a pupil for his /her own safety.

This policy covers those situations where incidents are foreseeable and school has planned interventions which are agreed and supported by parents /carers; and are monitored through Care Plans or Behaviour Support Plans.

It does not cover emergency situations which cannot reasonably be planned for in advance, however in these circumstances we will at all times follow statutory guidance.

### 5.3 Principles:

We may restrain a pupil, if that pupil is at risk of:

- causing significant harm to himself/herself,
- or to other pupils/adults
- causing a significant disruption to learning
- causing serious destruction of school property.

Staff should also refer to LA/DfE Guidance. There is no legal definition of when it is reasonable to restrain a pupil; that will always depend on the precise circumstances of the individual pupil. However, to be lawful, the force used needs to be the minimum necessary and be in proportion to the consequences that it is intended to prevent.

We have two Welburn Hall staff who are Team Teach trainers. Attached are the 'holds' and descriptions of RPI advocated by Team Teach. There is a rolling programme of training for all staff.

Teams folders in school contain all the training materials for staff to access, including links to visual/videos of specific holds. Appendix 7 outlines these.

5.3.1 We must always take account of any SEND that a pupil may experience. We will comply with the two key duties under the Equalities Act 2010 (reinforced in Behaviour in Schools July 2022):

- a) not to treat a disabled pupil less favourably, for a reason relating to his/her disability, than someone to whom that reason does not apply, without justification, and
- b) to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage to pupils who are not disabled (reasonable adjustments duty).

5.3.2 Trained staff may use physical prompts and guides to lead a student from one area of the school to another to prevent a situation from escalating or to ensure the learning of the majority is not significantly disrupted.

The staff to which this power applies are defined in section 95 of the Education and Inspections Act 2006. They are:

- a) any teacher who works at our school, and
- b) any other person whom the Head Teacher has specifically authorized, which in Welburn Hall is all teaching assistants, Care staff and Business Support staff.

**5.4** It is the responsibility of each member of staff to make an assessment of the particular circumstances. Staff will need to know the contents of this policy and decide whether they feel they are capable of managing the situation alone and if physical intervention is required. Wherever possible, clearly and calmly, explain to the student what action you intend to take. **Never personalise the challenging behavior or the action.**

5.5 Where it is possible, more than one member of staff should be involved

5.6 Ideally where a member of staff is physically managing a pupil of the opposite sex, a member of staff of the same sex as the pupil should be present from the earliest time possible.

5.7 At the conclusion of any incident, the pupil and member/s of staff involved should be offered support to reflect on the circumstances and mediate a best way forward with the pupil.

5.8 All incidents of restraint will be recorded in school's physical intervention log in CPOMS, be reported to parents as soon as reasonably possible, but always within 24 hours, and monitored regularly (half termly) by the Headteacher and reported on to the governing body each term.

5.9 Responding to complaints:

The use of RPI can lead to allegations of inappropriate or excessive use. In the event of a complaint being received in relation to the use of force by staff, the matter should be dealt with in accordance with agreed procedures for handling allegations against members of staff, (Ref: Child Protection Policy).

- Please refer to LA Guidance on the Use of RPI (for further guidance).
- Please refer to appendix on searching, screening and confiscation and link above

The 3 Circles: a mindful compassion approach (this graphic supports learning to bring online our brain's soothing system and dampen our threat systems over time reducing anxiety and dysregulation)

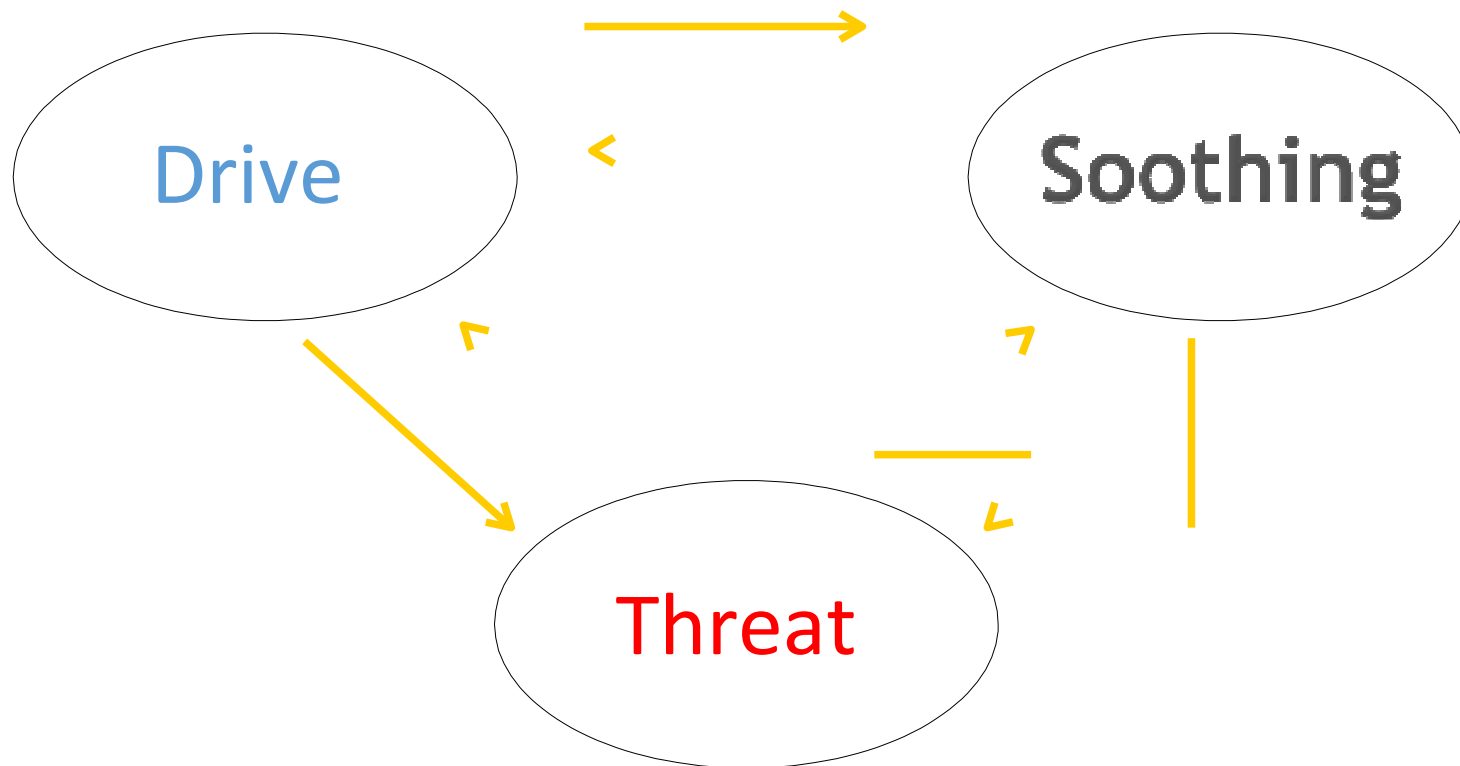


PHOTO	Form Tutor: Care Team K/Wkr: Date of plan: For review:
-------	---

<p><b>1. Behaviour/Situations</b>                  Describe common behaviours/situations which are known to have led to positive handling being required. When is such behaviour likely to occur?</p>															
<p><b>2. Topography of Behaviour:</b>                  Describe what the behaviour looks/sounds like</p>															
<p><b>3. Agreed Supportive Strategies:</b>                  Describe what the behaviour looks/sounds like</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Verbal advice and support <input type="checkbox"/></td> <td style="width: 33%;">Transferring adult(s) <input type="checkbox"/></td> <td style="width: 33%;">Humour <input type="checkbox"/></td> </tr> <tr> <td>Reassurance <input type="checkbox"/></td> <td>Contingent touch <input type="checkbox"/></td> <td>Distraction <input type="checkbox"/></td> </tr> <tr> <td>C.A.L.M. talking &amp; stance <input type="checkbox"/></td> <td>Timeout directed <input type="checkbox"/></td> <td></td> </tr> <tr> <td>Presenting choices <input type="checkbox"/></td> <td>Timeout offered <input type="checkbox"/></td> <td></td> </tr> <tr> <td>Planned ignoring <input type="checkbox"/></td> <td>Arranging consequences <input type="checkbox"/></td> <td></td> </tr> </table> <p>Techniques known to be effective:</p>	Verbal advice and support <input type="checkbox"/>	Transferring adult(s) <input type="checkbox"/>	Humour <input type="checkbox"/>	Reassurance <input type="checkbox"/>	Contingent touch <input type="checkbox"/>	Distraction <input type="checkbox"/>	C.A.L.M. talking & stance <input type="checkbox"/>	Timeout directed <input type="checkbox"/>		Presenting choices <input type="checkbox"/>	Timeout offered <input type="checkbox"/>		Planned ignoring <input type="checkbox"/>	Arranging consequences <input type="checkbox"/>	
Verbal advice and support <input type="checkbox"/>	Transferring adult(s) <input type="checkbox"/>	Humour <input type="checkbox"/>													
Reassurance <input type="checkbox"/>	Contingent touch <input type="checkbox"/>	Distraction <input type="checkbox"/>													
C.A.L.M. talking & stance <input type="checkbox"/>	Timeout directed <input type="checkbox"/>														
Presenting choices <input type="checkbox"/>	Timeout offered <input type="checkbox"/>														
Planned ignoring <input type="checkbox"/>	Arranging consequences <input type="checkbox"/>														
<p><b>How likely is the need for positive physical intervention:</b>                  (If <i>LIKELY</i> or <i>POSSIBLE</i>, always complete Section 4). UNLIKELY <input type="checkbox"/> POSSIBLE <input type="checkbox"/>                  LIKELY <input type="checkbox"/></p>															
<p><b>4. Preferred Handling Strategies:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Single Elbow - stood &amp; seated <input type="checkbox"/></td> <td style="width: 50%;">Double Elbow - stood &amp; seated <input type="checkbox"/></td> </tr> <tr> <td>Friendly Hold <input type="checkbox"/></td> <td>Jaw Release <input type="checkbox"/></td> </tr> <tr> <td>Figure of Four <input type="checkbox"/></td> <td>Wrap <input type="checkbox"/></td> </tr> <tr> <td>Inside Double Elbow <input type="checkbox"/></td> <td>Shield <input type="checkbox"/></td> </tr> </table> <p>Comments and reasons for use, stating numbers of staff to be involved:</p>	Single Elbow - stood & seated <input type="checkbox"/>	Double Elbow - stood & seated <input type="checkbox"/>	Friendly Hold <input type="checkbox"/>	Jaw Release <input type="checkbox"/>	Figure of Four <input type="checkbox"/>	Wrap <input type="checkbox"/>	Inside Double Elbow <input type="checkbox"/>	Shield <input type="checkbox"/>							
Single Elbow - stood & seated <input type="checkbox"/>	Double Elbow - stood & seated <input type="checkbox"/>														
Friendly Hold <input type="checkbox"/>	Jaw Release <input type="checkbox"/>														
Figure of Four <input type="checkbox"/>	Wrap <input type="checkbox"/>														
Inside Double Elbow <input type="checkbox"/>	Shield <input type="checkbox"/>														
<p><b>5. De-briefing Process Following Incidents:</b>                  What after care is to be provided to support the Young Person?</p>															

6. Health Check:

7. Recording of Incidents & Interventions:

8. Plan agreed by:

*Role:*

Head of Care  
Parent/Carer

*Signature:*

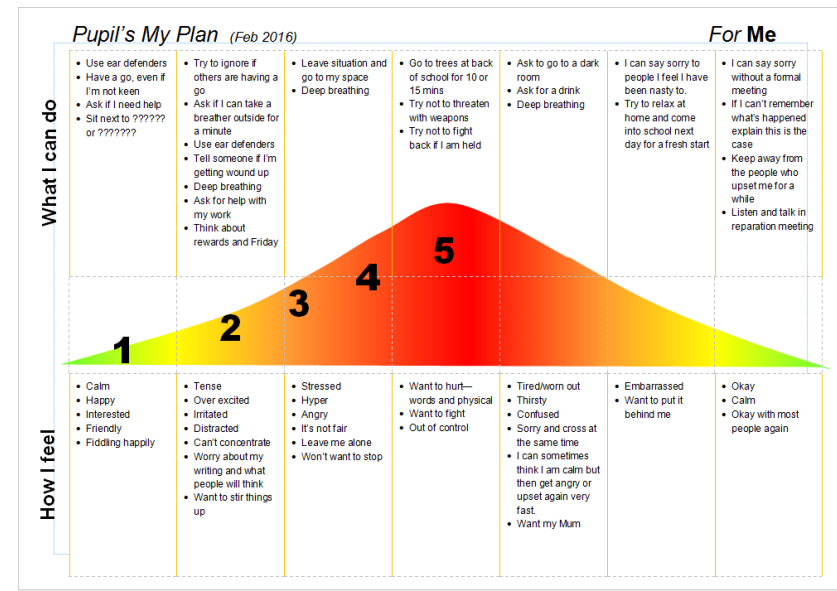
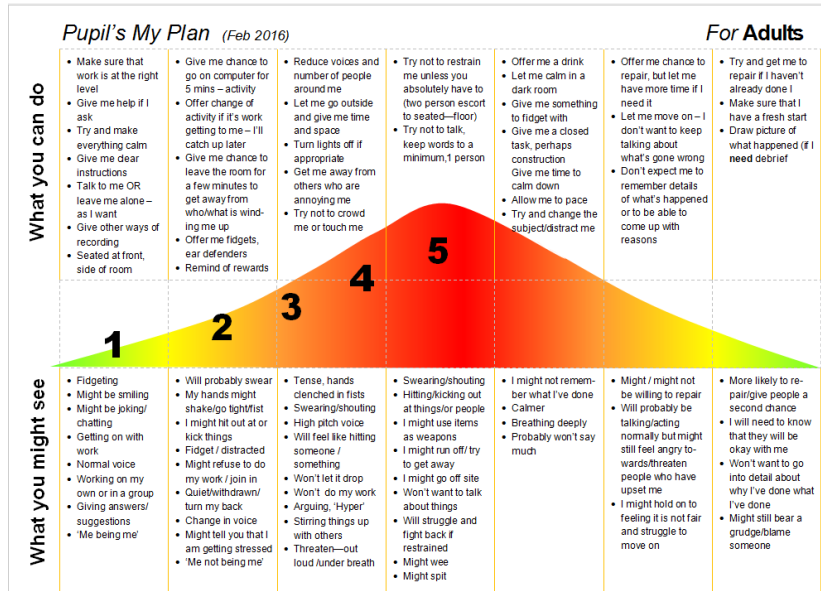
.....  
.....

*Date:*

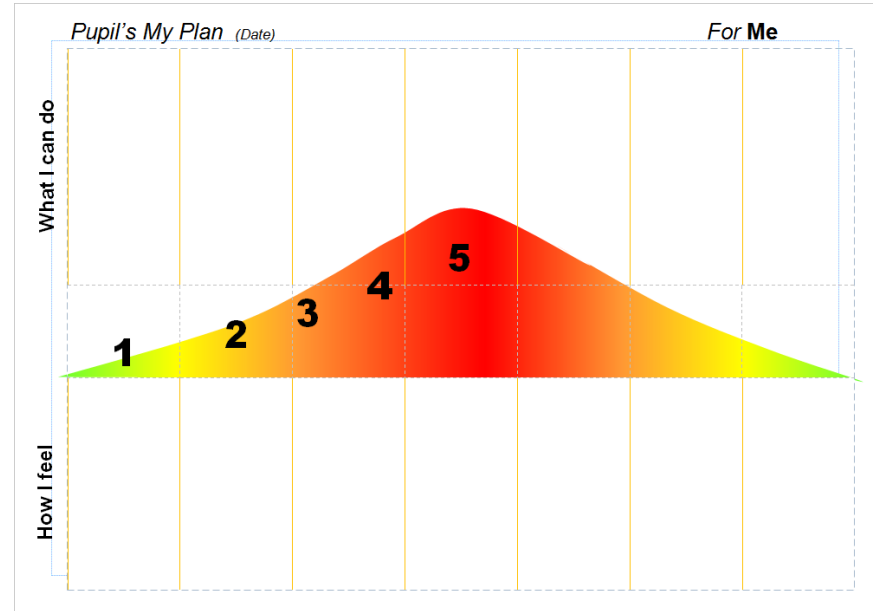
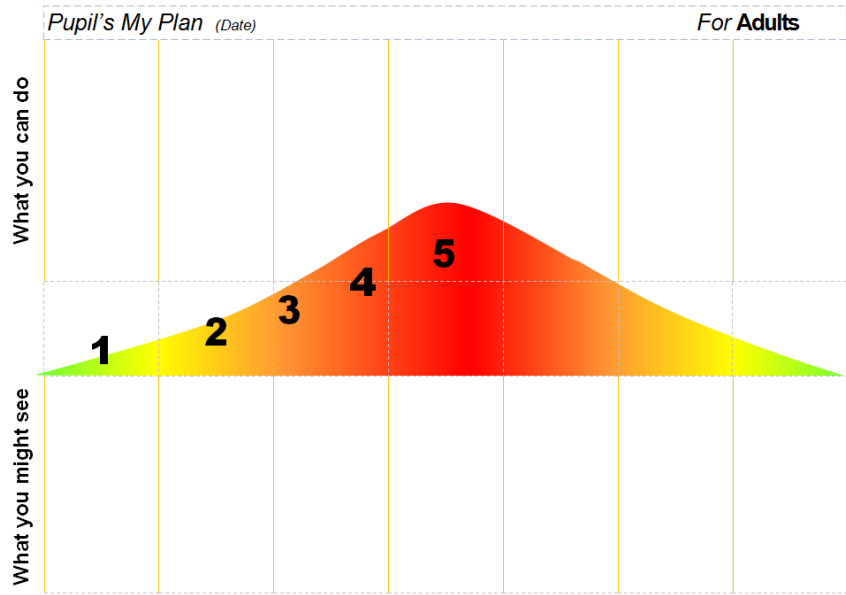
.....  
.....



## My Plan Example - Appendix 3a

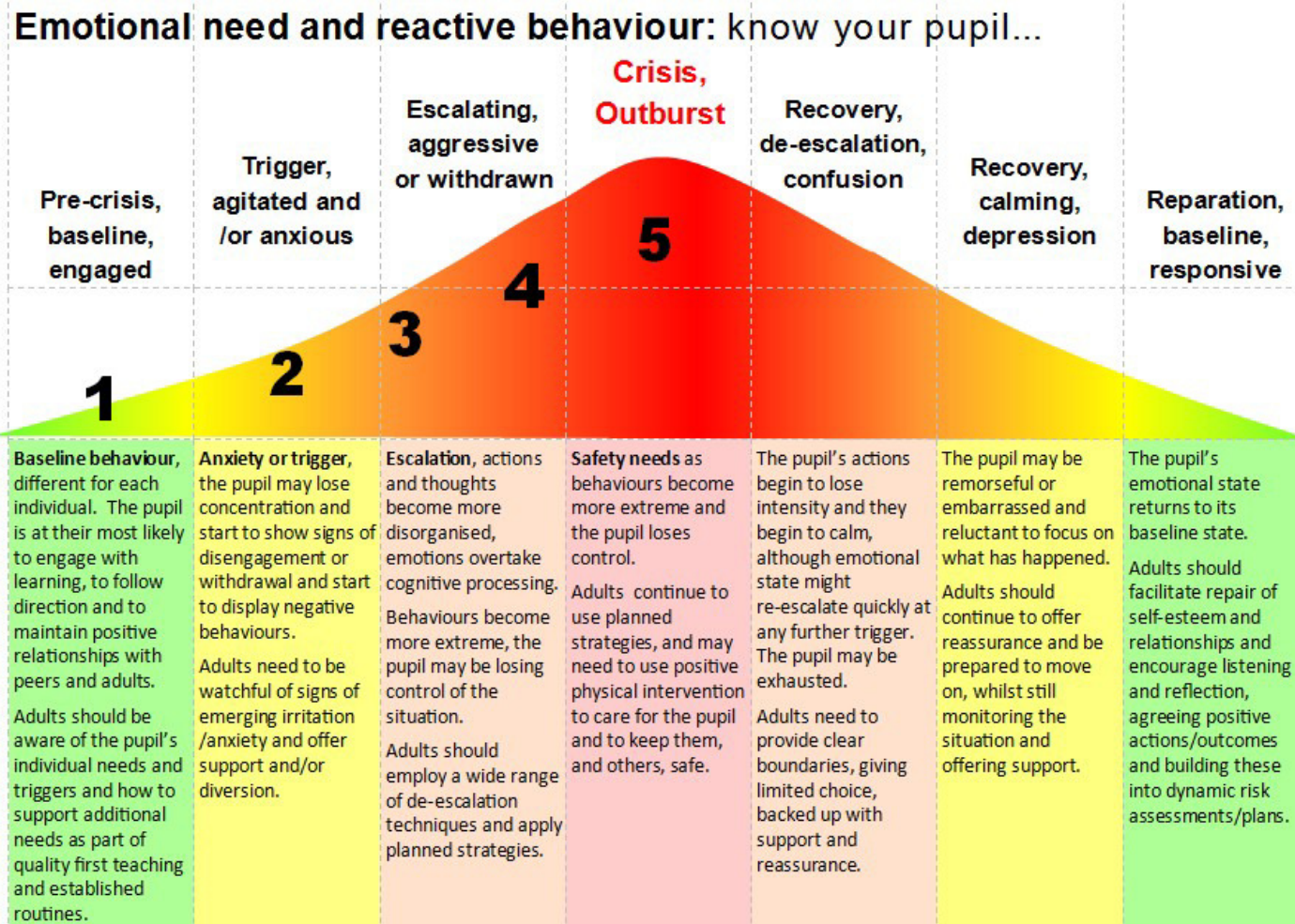


# My Blank Plan - Appendix 3b





## Emotional Needs - Appendix 3c



## HELP SCRIPT - example

### Helping a student:

Behaviour is a language. Our function is to provide help for students and for each other. This help script is aimed at lowering/defusing anger or anxiety in our service users.

1. **“John.”** Use the child’s name, it will help make a connection and engage their attention.
2. **“John. I can see you are upset.”** Choose your words carefully. Recognition of their feelings is fine, but avoid words such as; anger or annoyed, as this may escalate the situation.
3. **“I am here to help.”** This is a statement of your intention, simply, you are there to help. It’s worth remembering that a conscious effort must be made to ensure your para verbal and body language give the same message.
4. **“How can I help? What do you need right now?”**
5. **“Talk and I will listen.”** This statement begins to provide the student with some direction together with securing our function.
6. **“John. Come with me, let’s go to the...”** Continue to provide the service user with some direction. Removing them to an area of neutrality to discuss the issue and continue the calming process.

If the student is pacing, staff should avoid walking back and forth, shadowing the young person. This can feel extremely intimidating. CALM stance and body language is essential, as is awareness of staff’s proximity to the service user’s personal/dangerous space. You should be at least your arm’s length away from the student, unless it is necessary to engage with them physically. Remember to speak clearly & confidently and remain calm.

**Helping a colleague** Seeking help should always be considered as a sign of professional strength. Moreover, as professionals we should allow others to offer and accept help, particularly at times when our own interventions may be unsuccessful.

The words **“help”** and **“more”** should act like flash cards for staff. It has to be established within the culture of the setting, that help & support framework is something we all do for each other, staff & students.

- 1) **“Mr Smith, I am available to help”** The member of staff makes a clear statement announcing they are there to help.
- 2) **“Thank you Ms. Jones, you can help by..!”** This member of staff then has the opportunity to give directions as to what type of help they require (i.e. help by watching, or help by looking after the rest of the class). But more importantly they at this point retain autonomy over the situation.
- 3) **“Mr. Smith, I am available for more help.”** The word ‘more’ should provide a pause point for the member of staff currently dealing with the student (in this example, Mr. Smith). At times, as professionals we need to recognise that some interventions are unsuccessful, and/or may escalate situations. Therefore, the professional judgments and support of our colleagues should be accepted.
- 4) **“What do you suggest Ms Jones?”** The focus here should be on team help, autonomy is passed over allowing the member of staff to suggest an alternative strategy.
- 5) **“How about if I sit with John.....and I’ll catch up with you later.”** This example provides a subtle way of helping a colleague out of a situation with respect and dignity. It is important that we “catch up with” them later, to provide feedback and discuss outcomes.

## Appendix 5

### SEARCHING, SCREENING AND CONFISCATION

#### Power to Search without Consent

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8.

Staff may only search a pupil's belongings without consent if there is good reason to believe that a pupil has in their possession any item which are 'prohibited items' or has the potential to cause harm to themselves or others i.e.:

- knives and weapons
- alcohol
- illegal drugs
- 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 school property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- Does not belong to him/her e.g. stolen items.

Permission must be obtained from the Head of Care or Principal before any search is carried out. They must be satisfied that failure to carry out the search will put at risk the welfare of the child, or others and will decide when the pupil is to be informed of the search.

School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item

Staff should seek permission from the young person and allow them to be present when the search is made (unless to do so would compromise safety.) At least two members of staff must be present during any search, one of whom should be a member of the school's senior leadership group or during the evening the Head of Care or team leader.

Section 10.1 Residential Care Policy - 9

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do. Staff conducting a personal search should 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 be the same sex as the pupil being searched. The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control - this includes wardrobes, desks, lockers and bags.

### **What the law allows:**

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances.

### **Where any article is thought to be a weapon it must be passed to the police.**

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Following the search the Principal or Head of Care will decide whether any further action is necessary. However, legislation sets out what must be done with prohibited items as a result of a search. A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of **alcohol** as they think appropriate but this **should not include returning it to the pupil**. Where they find **controlled drugs**, these **must be delivered to the police** as soon as possible but may be disposed of if the person thinks there is a good reason to do so. Where they find **other substances** which are not believed to be controlled drugs these **can be confiscated** where a member of staff believes them to be harmful or detrimental to good order and discipline. Include: for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

Where they find **stolen items**, these **must be delivered to the police** as soon as reasonably practicable - but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.

**Where they find weapons and knives and extreme pornography must always be handed over to the police**, otherwise it is for the senior leader to decide if and when to return a confiscated item.

## **Appendix 6 - Coronavirus guidance updates to Behaviour Policy April 2020**

### **1. Scope**

This addendum applies until further notice.

Unless covered in this addendum, our normal behaviour policy continues to apply.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

### **2. Expectations for pupils in school**

#### **2.1 New rules**

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules, these have been summarised in emails from the Headteacher. Parents should encourage and where possible ensure, their children follow the new procedures that have been put in place. Parents should contact Sarah Barker (day pupils) or Matt Garnett (residential pupils) if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

Add details of the rules you'll have in place, as set out in any planning documents you've put together. You'll probably want to split these into subsections to make them easier to read.

Reasonable adjustments are being made for pupils with more challenging behaviour, on an individual basis, in line with their EHCPs.

The following are all effected by the Coronavirus legislation:

- Altered routines for arriving or leaving the school, including taxis carrying fewer pupils, staff wearing PPE and some changes to times of pick up and drop off
- Hygiene, such as handwashing and sanitising, must be undertaken in line with guidance
- There will be some limits on who pupils can socialise with at school, including at lunch and break times. Every attempt has been made to plan for as much socialisation and normalcy as possible
- Moving around the school (e.g. one-way systems, out of bounds areas, queuing with social distancing)
- Different arrangements at break and lunch time including room and staff changes
- Sneezing, coughing, tissues and disposal (**'catch it, bin it, kill it'** is in force) and pupils to avoid touching their mouth, nose and eyes with hands
- Pupils/parents to communicate or tell staff if they are experiencing symptoms of coronavirus
- Sharing any equipment or other items, including drinking bottles is being tightly monitored with hygiene routines in place
- Breaks or play times, including where children may or may not play, are different to normal and need to be adhered to for safety of all
- Use of toilets is being monitored to ensure there is not a build up of pupils at one time, whilst maintaining their dignity and right to access to a toilet. Regular cleaning is in place.
- Pupils must not intentionally cough or spit at or towards any other person.

**2.2** Unintended consequences will apply as usual as per this policy, however where we cannot guarantee non-transmission of the virus we will take immediate action. For instance, if a pupil refuses to cease engaging in any dangerous behaviour that increases theirs/others risk of infection, we may ultimately have to make a decision that they are not safe to be onsite.

### **2.3 Changed rules**

As long as this addendum applies, we will alter the following school rules.

- Attendance expectations for pupils who can attend school, will follow government guidance at all times

- Expectations for uniform are that pupils in Years 3- 11 wear their uniform as normal and wash it on returning home, thereby not mixing school uniform with their normal clothes. This minimises risk of transmission.

### **3. Expectations for pupils at home**

#### **3.1 Remote learning rules**

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact the class teacher or ATA if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

Expectations of parents/pupils

- Be contactable during required times - although we take into account that pupils may not always be in front of a device the entire time or parents instantly available on the phone
- Complete work to the deadline set by teachers/ATA
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages
- Reasonable adjustments are in place for all pupils according to their ability and their access to online resources, including work packs being sent home and monitored

#### **4. Monitoring arrangements**

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every 6 weeks by Marianne Best, Headteacher. At every review, it will be approved by the full governing board.

#### **5. Links with other policies**

This policy links to the following policies and procedures:

- Child protection policy
- Health and safety policy
- Attendance policy

## APPENDIX 6

September 2021

### Statement of Behaviour Principles:

Students arrive at Welburn Hall School with different levels of learning ability and unique educational and medical needs. Many of our students also have pronounced social, emotional and mental health needs. We seek to develop student competence in self-regulation of behaviour, including that which promotes effective learning. It is our responsibility to establish and maintain 'good order' in school and this has to be worked for.

We have zero tolerance of any form of bullying and use guidance from the Anti-bullying Alliance to teach students about bullying. In Autumn 2019, pre-Covid a new Pupil Task Force was formed, which works with the Headteacher to encourage this positive anti-bullying/zero tolerance culture.

We acknowledge our responsibility 'beyond the school gate'; in our setting this tends to be limited to online peer-to-peer negative behaviour, for which we also adopt a zero tolerance approach and work diligently with staff, pupils and parents to work together to combat the external influences of social media including gaming.

In order to support the development of this self-regulation in students and to encourage staff wellbeing, from September 2017 we formally adopted a relational approach based on the latest neuroscience. This is research-based on a mindful compassion approach to behaviour, both adult and student.

We have a common belief about behaviour which is that all behaviour is communication about how an experience is making a person feel. We understand that the environment we provide, can and does add to positive or negative feeling. However, for our students, problems are normal where:

- They are only just learning to develop their internal controls and in some cases, are testing the boundaries of what is acceptable. In our school context, this will not happen at the usual chronological age and may not happen during their school years
- They feel threatened, frightened or surprised by something in the environment including someone else's communications. Given the percentage of our students who have autism or other sensory and communication difficulties, this is particularly important to understand
- They are experiencing/have experienced high levels of trauma or stress in their life outside school
- The type of activity or method of delivery does not match the needs or



ability to learn of the child or youngperson

- Adults do not adequately control their own behaviour and communications both verbal and non-verbal
- A disturbance in their health or function of their particular needs is causing inability to self-regulate their behaviour or behave in a socially acceptable way

## **APPENDIX 7 TEAM TEACH HOLDS**

Written Descriptions of Level One - 6 Hour & Level Two -12 Hour Techniques

Team Teach Intermediate Techniques

Written descriptions and access to video files within the 'Trainers Area' of the Team Teach website [www.teamteach.co.uk](http://www.teamteach.co.uk).

**See video files and trainer manuals for additional visual information. Staff can access these in Teams in school.**

### Friendly Hold

The holding arm approaches from behind. In the friendly position, the holding arm takes the long bone with a Caring C shape and gently eases the hands of the client into the seatbelt position. Staff members stand close with hips gently pressing to close the gates with the other leg out to balance.

### Single Elbow

The holding arm approaches from behind and takes hold of the long bone with a Caring C shape. The forearms are brought up parallel with the ground with the elbows tucked back and the hips pressed in close. The heel of the free hand is placed on the front of the shoulder to stabilise the client and ready to respond to spitting, if required.

### Figure of Four

From a Single Elbow the hand which was on the client's shoulder moves to join the hand holding the client's long bone just above the wrist. The hand underneath has both thumbs on top. Then the hand underneath the armpit is raised up to pass over the arm of the client, to hold the member of staff own long bone. The arm forms a bar to block the gate of the hand holding with thumbs on top.

### Double Elbow

Move the elbow back and momentarily drop the hands to create a space. This enables a colleague to pass one arm along the back of the client and reach under the armpit to hold the forearm close to the side. The thumb is not against the ribs, but curled around the arm next to the forefinger. Hips are pressed in close with the back supported. The one person double elbow: Caring Cs behind the elbows and pass the furthest arm under the child's arm to hook it alongside. The nearest arm is tucked under the armpit of the staff member. This should only be used as an escort and not in a restraint resistant circumstance.

### Single Elbow in Chairs

The client's elbows are moved outwards into a 'chicken wing' shape, with the hands on the hip in the seatbelt position. The members of staff move their bodies forward then slide across in front of the 'chicken wing,' so that the elbows are secured behind their backs. The body then secures the elbows reducing the amount of force needed to hold the arms. One leg can step out as a brace, with the heel of the free hand securing the shoulder back into the chair. If required, staff may use their own legs, by placing their inside foot in front of the child's feet and pressing in, to keep the client's knees together, to reduce the risk from kicking.

### Half Shield Single Person 'short distance separation' technique

The member of staff makes contact in a T shape stance with their hip to the small of the YPs back (depending on the height of the YP). The arm nearest is posted in front of the arm of the client, to prevent it from punching forward, with the back of the member of staff's hand flat along the YPs back. The member of staff gathers the other arm with a Caring C, aiming to secure just above the elbow, maintaining contact at the hip. The member of staff should walk forward as the YP crabs sideways.