

Behaviour POLICY

Date Written: March 2020

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Review date: March 24

The review date for this policy will be as and when required

Purpose

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

This policy details Willow Park Schools commitment to the management of challenging behaviour, proactive and reactive strategies for supporting students and how the school aims to reduce the use of restrictive interventions.

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

Positive Behaviour

At Willow Park School we aim to promote positive behaviour and support students to improve/modify negative or challenging behaviour. We recognise that due to the difficulties students at Willow Park School face that crisis behaviour for one student may manifest differently to another. Therefore, we commit to the provision of an individualised Positive Handling Plan (PHP) for each student at Willow Park School. These plans will detail known behaviours and effective responses for staff to support a student through the 6 stages of conflict (Anxiety, Defensive, Crisis, Recovery, Depression and Follow Up). It is anticipated that with these plans staff will be better equipped to recognise triggers and low-level behaviour and support a student to avoid crisis level behaviour.

The PHP is one way in which Willow Park School is committed to the reduction in use of Restrictive Interventions (RI). Willow Park School also recognises the importance of analysing such incidents so that strategies and approaches can be put in place in the future to support the reduction in RI incidents. Following the use of RI staff will be required, by Willow Park School, to record this in the behaviour incident log, the management will use the information detailed within this to further develop strategies to avoid repeated use of RI.

Staff will receive training to support their knowledge and understanding of students needs, so that together Willow Park School staff can put strategies in place and to support individual students at each stage of an incident and will be equipped to identify and respond to potentially challenging situations with greater efficiency.

It is anticipated that with this, students will be supported in a way that suits them and reduces the incidences of challenging behaviour, and the need for restrictive interventions.

Reflection

Willow Park School may on occasion require a student to complete work in the school’s Reflection area. Reflection is a calm and quiet space away from main classrooms where a student is able to work 1:1.

Time in Reflection will also be used to discuss behaviours with a student and debrief following a significant incident that requires either the use of Restrictive Intervention, Reasonable Force or a consequence. Students at times may need escorting to the Reflection area as their crisis level behaviour presents a risk to themselves and others.

As detailed above, where staff have had to physically engage with a student this will be recorded in a behaviour incident log and brought to the attention of the management. Within the Reflection area students may at times continue their extreme challenging behaviour and may present a risk to themselves and the staff members who are supporting the student, at this point staff will remain present until the student has calmed and the risk of extreme challenging behaviour has reduced, at which point the child will be allowed time by themselves observed by staff. Students will be allowed to eat, or access toilets as required whilst using the Reflection area.

Team Teach

Willow Park School is committed to ensuring that where challenging behaviour occurs staff are adequately equipped to de-escalate such occurrences.

We will ensure staff are trained with the 12-hour Team Teach training. This covers a mixture of law, de-escalation techniques, interactive activities, disengagement techniques and restrictive interventions. Staff will be required to complete the behaviour incidents log when they have utilised restrictive interventions and report this information to the management at the school.

Use of Restrictive practices (any sanctioned Team Teach hold over a guide or breakaway technique) will be communicated at the earliest opportunity to Parent/Carer and in some instances Social Workers. Staff are trained to utilise the most Reasonable intervention proportionate to the situation and only when necessary, only when other options or strategies have failed to de-escalate the situation, or the risk presented is continuing to escalate.

On occasions staff may be required to use reasonable force to maintain good order and discipline as well as to safeguard the student(s) from potentially harmful situations. Staff are trained in the use of positive handling techniques, however there may be situations that arise where a staff member must act outside the realm of their training to safeguard students/staff/members of the public from harm. Where this has occurred, staff will be required to complete a behaviour incident log and contact management, further information may be sought by management to ensure best practice has occurred. When using reasonable force staff are only to apply the proportionate amount of force that is reasonable given the situation that has arisen, only for as long as is necessary. This applies to both the use of Team Teach interventions as well as interventions deemed to be the application of reasonable force.

There may be times where an incident involving a student engaged in use of Restrictive Intervention or reasonable force, that a judgement is made regarding ending the student’s day early.

Absconding

Given the nature of the difficulties students at Willow Park School face, it is anticipated that at times situations may trigger students to abscond from the area. Students are staffed to a high level of supervision at all times, however it is necessary to have a systemised response should a student abscond from one of the school sites, or whilst accessing the community, whether that be by means of public transport or school/staff transport.

The paramount consideration during episodes of absconding is the student’s safety, should initial deescalation techniques not succeed in calming the situation, staff will be empowered to call upon positive handling techniques (Team Teach, guides or reasonable force) to ensure the safety of the absconding student. Communication is to be made to the Head of School regarding the absconding and co-ordination between the Head of School, all staff and potentially directors will take place to arrange collection, or further staff being sent to support offsite. Contact will also be made to parent/carer to inform of the issue and any further developments. If the student absconds and their whereabouts are unknown then the police will be notified by the Head of School, prior to notifying parents/carers.

Searching and confiscation

Willow Park School staff, authorised by the Head of School, where there is cause for reasonable suspicion, reserve the right to search a pupil for prohibited items, or confiscate belongings which are considered to be harmful or detrimental to school discipline. Consent for a search should be sought in the first instance. If a student does not offer consent a search can only take place to search for items that are prohibited by law or by the school’s rules, these articles are

* knives or weapons
* alcohol
* illegal drugs
* stolen items
* tobacco and cigarette papers
* fireworks
* pornographic images
* any article that the member of staff reasonably suspects has been, or is likely to be, used:
	+ to commit an offence, or
	+ to cause personal injury to, or damage to the property of, any person (including the pupil).
* Head of Schools and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Upon commencing search of a student, whether consented or not, a student should be treated in line with Article 8 of the European Convention on Human Rights (ECHR) and should be given a reasonable level of privacy, any interference with Article 8 must be reasonable and justified. In most circumstances the sex of the student will determine the sex of the staff conducting the search and another staff member, preferably of same sex, will be present to witness the search.

However, there may be occasions where this isn’t possible due to immediate risk of harm or offence. In those situations, staff must contact the Head of School as soon as safe to do so and inform of the action taken. This is then to be recorded on a general information report, clearly titled Search, irrespective of the outcome of the search. This document will be stored in the student’s personal file at Willow Park School.

Conducting a Search

If a member of staff has reasonable grounds to suspect a child has a prohibited item then a search can be considered. A member of staff following instruction from the head teacher can follow the instructions on how to conduct a search.

1. Assess the urgency of the search, considering the risk to staff and pupils.
2. Explain to the child why they are being searched, when and how. Giving them an opportunity to ask questions.
3. Get the cooperation of the pupil
4. If the pupil refuses to cooperate, the member of staff must assess the urgency of the search and if it is not urgent then they must seek advise from the headteacher/directors of Willow Park School.
5. If an assessment of the situations concludes that a search is necessary and cooperation is not given by the pupil then use of reasonable force can be used. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

For more information please see guidance [Searching, Screening and Confiscation (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf)

Discipline beyond the school gates

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

The Directors will be informed of the decision to take disciplinary measures and involved in further decision making.

Rewards and Sanctions

Willow Park School recognises that students may at times be responsive to the use of rewards and sanctions as determined by their behaviour. Staff will be empowered to issue rewards and sanctions to students based on the context of a situation, provided that doing so is lawful and compliant with policy and legislation. Strategies to address challenging behaviour will be detailed within the student’s individualised PHP however at times it may be appropriate for the school to impose a sanction on a student.

A list of possible sanctions include:

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

This list is not exhaustive but sets the framework for sanctions enshrined in UK law.

Anti-bullying strategy

Please refer to the Willow Park School Anti-Bullying policy and Safeguarding policies for Willow Park School’s full anti-bullying strategy. In short, the School commits to involving Staff, Students and Parents in fostering a safe and supportive environment at the school. Any incidents and concerns are to be logged and reported to School management. Both victim and perpetrator will be provided support throughout the school’s intervention, as will staff involved in the process.

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

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

* Legislation, guidance and policies
* This policy has been written in conjunction with the following Legislation and Guidance;
* Equality Act 2010
* The Education Act 1996/2011
* The Education and Inspections Act 2006
* Human Rights Act 1998
* Behaviour and Discipline in Schools: Advice for Head of School s and School Staff 2016
* Special Education Needs and Disabilities Code of Practice 2016
* Searching, Screening and confiscation 2018
* Anti-Bullying Policy
* Safeguarding Policy

Behavior Interventions

Interventions that support childrens behaviour and develop a positive ethos across the school will be considered at Willow Park School with the children that are attending. We will review our behaviour reports and consider if a behaviour intervention would be advantageous to the child. We will consider 3 approaches identified by the education endowment foundation ([Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions))

1. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;
2. Universal programmes which seek to improve behaviour and generally take place in the classroom; and
3. More specialised programmes which are targeted at students with specific behavioural issues

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| Date | Any Changes? Add detail | Authorised by? |
| March 21 | None | K Preston |
| March 22 | None | K Preston |
| March 23 | Behavior interventions added | K Preston |