

BEHAVIOUR, DISCIPLINE AND PHYSICAL INTERVENTION POLICY

1. Introduction and Rationale

St Catherine's believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. It seeks to create an inclusive caring, learning environment in the school by:

- Promoting desired behaviour and discipline;
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- Ensuring equality and fairness of treatment for all;
- Encouraging consistency of response to both positive and negative behaviour;
- Promoting early intervention;
- Providing a safe environment, free from disruption, violence, bullying and any form of harassment;
- Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures;
- Promoting a culture of praise and encouragement in which all students can achieve.

2. Scope

This policy will be applicable to all trustees, staff, students and parents.

3. Aims

This policy will facilitate the development of excellent behaviour on the part of students and the involvement of trustees, staff and parents in the process.

4. Roles and Responsibilities

The Governing Body will establish, in consultation with the Principal, staff and parents, a policy for the promotion of positive behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Trustees will support the school in maintaining high standards of desired behaviour of students and staff.

The Principal will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Governing Body, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and parents will be actively encouraged to raise with the school any issues arising from the operation of the policy.

As far as is possible students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable or inappropriate behaviour.

5. Procedures

The procedures arising from this policy will be developed by the Principal in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored by the Principal to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

6. Rewards

The school's ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Alongside this is informing parents regularly on their child's behaviour.

7. Sanctions / Consequences

Sanctions / consequences are beneficial in responding to undesirable and inappropriate behaviour. Sanctions will be proportionate, fair and non-punitive and will be used to help the young person consider the consequences of their actions. Sanctions will generally be related to loss of privileges or free time. Exclusion may be required for serious offences (see the Exclusions Policy).

8. Support

In the event of a physical incident between students, support will be offered to both the victim and the assailant. This may be physical, emotional or medical.

9. Training

The Trustees will ensure that appropriate high quality training on aspects of behaviour management is provided to support the implementation of the policy.

10. Review

The Trustees will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness.

PROMOTING POSITIVE STUDENT BEHAVIOUR

- Staff recognise everyday acts of consideration by responding verbally to young people's behaviour. A reward system is in place which involves students collecting stamps for acts of kindness and showing positive behaviour. These accumulate and can be traded for a gift voucher.
- The 'Do Rules' are common across the care and education settings.
- The youngest students have a 'Golden Time Reward' when they are able to choose their own activity. This reward can be achieved by maintaining tokens for good behaviour.
- The House Award, given at the end of each term, recognises good citizenship in each residential setting.
- Class awards given regularly recognise consistent hard work, positive behaviour and achievement.
- Positive behaviour is reported to parents in link books and is a focus at students' review meetings.
- Students' achievements are reported at liaison meetings and recorded on the liaison meeting form.
- Progress files record achievements in education and recreational activities.
- A Compliments Book is held in each house in the school and in the Sixth Form Centre.

DISCIPLINE

1. Unacceptable and Inappropriate Behaviour

At times a young person's behaviour may go outside the limits of what is expected and it will be necessary for staff to follow some course of action to try to prevent a reoccurrence of that behaviour.

Any action taken is mindful of each student's age and understanding, the consequences of the behaviour and its impact on others. Inappropriate behaviour may be a feature of a student's disorder or diagnosis. Staff should ensure that they are aware of all students' difficulties.

It is the aim for all staff to have a consistent approach to expectations of behaviour, however this will not mean all students receive the same sanctions or consequences for their inappropriate behaviour. This can at times be confusing for other students who may perceive this approach to be unfair. As such, staff must take time to give clear explanations of action taken (or not taken), that do not compromise confidentiality, to those who question. This is an important aspect of young people's development in understanding difference and tolerance.

Where sanctions are applied these should be applied fairly and consistently without undermining the young person's sense of responsibility or self-respect, and recorded in the sanctions book kept in the Care Office.

Sanctions may include the temporary withdrawal of routine privileges. Any need to apply sanctions over and above this should be referred to a Senior Leader or Principal. Persistent inappropriate behaviour should be discussed at class team meetings and liaison meetings to ensure a common approach is adopted.

Senior Leaders must consult with the Principal if inappropriate behaviour is deemed to be serious, i.e. assaults on other students or staff, damage to property, bullying,

emotional/physical/sexual abuse. Refer to the Child Protection and Safeguarding Policy for more detail.

Parents are informed of serious or persistent inappropriate behaviour and they can provide invaluable support in helping the young person to manage his or her behaviour. A student's behaviour may be discussed over the telephone with parents (or other relevant adult with parental responsibility), or they may be invited into school to discuss problems and possible solutions.

Individual positive behaviour management plans and risk assessments are put in place for students whose behaviour is a cause for concern (see Appendix 1). These are reviewed regularly by the class team.

There may be occasions when it is appropriate to seek advice from professionals outside St Catherine's to support a young person and staff in managing behaviour. This course of action will be discussed and determined by Senior Leaders and the Principal.

2. The Incident Book (kept in the Care Office)

This is used to record all serious incidents of inappropriate behaviour. These incidents are sufficiently serious to be drawn to the attention of the Principal and some may result in a sanction that is recorded in the Sanction Book. All incidents are monitored by the Principal, Head of Care and Trustees. The information is transferred to a database termly to allow analysis of incidents and actions as appropriate. A termly report about incidents is prepared and shared with the Governing Body.

3. Incidents Recorded in the Incident Book

Examples of situations that warrant recording in the incident book are listed below:

- Bullying;
- Harassment;
- Damage to property;
- Damage to the environment;
- Physical abuse of self or others;
- Verbal abuse of others;
- Any action that causes upset/offence emotionally and/or physically to another person;
- Intentional damage to belongings or property that is beyond the house or school policies;
- An incident that puts staff or students at risk or in danger;
- An incident that involves the police;
- Inappropriate use of the internet.

4. The Sanction Book (kept in the Care Office)

This is used to record any restriction of privileges or liberty imposed by staff which is the result of an individual's behaviour as recorded in the Incident Book. All sanctions are monitored by the Principal, Head of Care and Trustees.

A GUIDE FOR PARENTS AND CARERS

In matters of behaviour, it is essential that parents share our policy and are encouraged to work together as supportive adults to create a safe, nurturing and encouraging

environment in which all students, regardless of their academic ability, have the opportunity to fulfil their full potential at St Catherine's.

1. School Principles

As a school we believe that all people are of equal value and that showing respect to others, both adults and peers, is a keystone of positive behaviour that enhances learning. Through effective teaching and role modelling it is the intention that students will learn to be responsible for making positive choices in their behaviour. Students will be praised and encouraged whenever they work well and show consideration to others in the school.

2. School Rules

Schools have to have rules, as with any other organisation. The expectations and desired behaviour are for the benefit of all students and staff and we believe that parents and carers are as enthusiastic as school staff to maintain school rules. Our school aims to:

- Make everyone feel valued and safe in school;
- Ensure that every student has an equal opportunity to learn to his or her fullest potential.

3. Rewards

Appropriate behaviour will be praised and rewarded. Staff will keep you informed of your child's success and development, their achievements and efforts. There will be a range of reward systems and merit schemes for appropriate behaviour.

4. Additional Support

It may be that as part of helping your child to get back on track and work within the boundaries set by the school, you will be invited to:

- Consult with the school staff;
- Be part of a school-based plan to support your child;
- Attend meetings (formal and informal) with the class teacher, Senior Leader or the Principal if and when appropriate, at all stages of the intervention;
- Work alongside staff to consider the most appropriate way forward for your child.

5. Inappropriate Behaviour

If difficulties arise, your child will be given a chance to consider their responses and the opportunity to make amends, to rebuild the relationship with others and to give and accept apologies. We may ask you to help us with this if the difficulties continue. The following is a list of behaviours that the school deems to be inappropriate:

- Violent behaviour or physically hurting others;
- Deliberate offensive language, including racial, sexual abuse;
- Rudeness to staff and students;
- Vandalism;
- Continued disregard for staff instruction;
- Continued disregard for school rules and or procedures;
- Theft from staff, fellow students or school premises.

POLICY FOR PHYSICAL INTERVENTION (REASONABLE FORCE)

1. Introduction

The school Behaviour Policy outlines how staff create and maintain good order and relationships through positive approaches.

These approaches are successful for the vast majority of the time. It is recognised that the majority of students in our school respond positively to the discipline and control practised by staff. This ensures the safety and well-being of all students and staff. This policy on the use of restrictive physical interventions supplements the main Behaviour Policy. Both should be read in conjunction with the school SEN Policy, the Child Protection and Safeguarding Policy and the Health and Safety Policy.

2. Purpose of this Policy

The policy has been prepared for the support of all staff who come into contact with students and for volunteers working within school, to explain the school's arrangements for care and control. It aims to give clear guidance to all members of the school community so that any physical intervention they undertake is carried out in a way that supports the values and principles the school upholds. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff will fulfil their responsibilities in those circumstances.

The Principal will be responsible for ensuring that staff and parents are aware of the policy. She will ensure that any necessary training and/or awareness-raising is provided so that staff clearly understand this policy and know their responsibilities.

3. Physical Touch

Physical touch is an essential part of human relationships and adults may well use touch to prompt, to give reassurance or to provide support in PE and occupational therapy. However, in order to use it successfully, staff must adhere to the following principles. It should be:

- non-abusive, with no intent to cause pain or injury;
- in the best interests of the child and others;
- have a clear purpose (e.g. to access the curriculum or to improve social relationships);
- take account of gender issues.

Senior members of staff are trained as instructors to deliver a training programme designed by the Crisis Prevention Institute ("The Management of Actual or Potential Aggression"). The programme emphasises the principles of Care, Welfare, Safety and Security for all concerned. It is designed to help staff to deal with young people and their behaviours. Much of the programme focuses on prevention of negative behaviours and de-escalation. For those times when some form of physical intervention is necessary, the programme teaches approved techniques which conform to the Code of Practice on Physical Interventions set out by the British Institute of Learning Disabilities (BILD). All staff working directly with young people will ultimately complete the programme and then complete a refresher course every eighteen months. This course emphasises the fact that physical restraint is always a last resort to be used when all other options have proved ineffective and that the least intrusive action should always be taken.

Section 93 of the Education and Inspections Act 2006 explains the following:

The Act enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- Causing personal injury to, or damage to the property of, any person (including the student him/herself); or
- Prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

(Paragraph 10)

Decisions on whether an incident justifies the use of significant force will depend upon:

- the seriousness of the incident and whether injury, damage or disorder will result if force is not used;
- the chances of achieving the desired result by other means;
- the relative risks associated with physical intervention compared with using other strategies.

(Paragraph 27)

Staff should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

(Paragraph 34)

[Ref: The use of force to control or restrain students (DCSF)]

Staff are not expected to restrain a child if in doing so they will put themselves at risk. Any physical intervention must be recorded in the Physical Intervention Book which is bound and page-numbered (kept in the Care Office). They should then report the incident of restraint to their Senior Leader or the Principal within 24 hours. A debrief session will be organised for the member of staff and a feedback session for the young person. Both the young person and the member of staff will be offered a medical check following a restraint. Parents/carers will be informed following an incident of restraint.

The following guidance is taken from the DfE document: *Use of reasonable force; Advice for headteachers, staff and governing bodies (Jul 2013).*

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control students or to restrain them.

- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to (this list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used):

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

SEARCHING, SCREENING AND CONFISCATION IN SCHOOLS

School staff are allowed by law to search students, without consent, for knives, weapons, alcohol, illegal drugs and stolen items. There must be reasonable grounds for suspecting that a student is in possession of a prohibited item.

School staff are allowed by law to search students, with their consent, for any item which is banned by the school. This includes any form of weapon, (or an item which could be construed as a weapon), alcohol, any tobacco-related products, any drugs, (not including medication agreed for that young person) and any pornographic material. This list is not exhaustive. There may be other items which are deemed unsafe/unsuitable and these will be at the discretion of the Principal.

The Principal shall decide who is authorised to use these powers should they prove necessary. In all cases these powers will be implemented in line with the DfE guidance: **“Searching, screening and confiscation; Advice for headteachers, school staff and governing bodies – DfE Feb 2014”**. This includes advice on what to do with a confiscated item. In particular, any search will be carried out by an agreed member of staff of the same sex as the student, and there will be a witness present who will ideally be of the same sex.

This policy should be read in conjunction with:

- Child Protection and Safeguarding Policy
- Exclusion Policy
- Health And Safety Policy
- Special Educational Needs Policy
- Special Educational Needs Information Report

Related documents:

- Working together to safeguard children (DfE Mar 2016);
- Keeping children safe in education (DfE Mar 2015 [Updated Jul 2015] [Further updated Sep 2016]);
- *Use of reasonable force; Advice for headteachers, staff and governing bodies – DfE Jul 2013*
- *Searching, screening and confiscation; Advice for headteachers, school staff and governing bodies – DfE Feb 2014*

Monitored by Governors May 2006 / May 2013 / Sept 2017

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APPENDIX 1

ST CATHERINE'S SCHOOL POSITIVE BEHAVIOUR MANAGEMENT PLAN AND RISK ASSESSMENT

STUDENT INFORMATION						
Student Name:			Date of Birth:			
Class:			Date of Assessment:			
What the student is good at? What the student likes / topics of interest or is motivated by:						
STUDENT BEHAVIOUR						
Behaviour objectives			Strategies that are currently working with the student to promote positive behaviours			
Potential Triggers / Key areas of difficulty			Additional strategies to support			
How the behaviour may escalate			Strategies that are needed when behaviour escalates			
Crisis behaviours that are looking to be avoided			Strategies / Interventions that may be necessary when in crisis (Includes Physical Intervention Plan)			
Recovery and follow up post incident – when is the young person ready?			Strategies used to support learning from incident and rebuild relationships			
Notification (Who have these plans and strategies been shared with and agreed)						
Student	Class Team	Parents/Carers	Placing Authority	Social Worker	Doctor/Nurse	All Staff
Student:		Signed:		Parent / carer:		Signed:
Name of person completing PBMP:				Signed:		
Date to be reviewed:						