



SILS Behaviour Management & Positive Handling Policy



Positive behaviour management is the responsibility of all staff, pupils, parents and the wider school community. This policy was revised in 2015 with contributions from pupils, staff and professionals working with SILS.

Behaviour management and positive handling policy is a statement of good practice; **underpinned by restorative approaches** and culture of respect across the school (within and outside the classroom).

The smooth running of the school is dependent on effective behaviour management; and it is the responsibility of all to teach behaviour explicitly through the curriculum and implicitly by example. All members of the school are expected to help maintain and foster **a positive learning environment that allows teachers to teach and students to learn.**

The Plan

We want to;

- Promote good behaviour and encourage achievement.
- Support students in learning self-discipline.
- Ensure effective teaching and learning
- Create a safe and secure environment for students and staff
- Teach students to understand, respect and tolerate the differences in others.

All adults are responsible for the behaviour and discipline of students in their charge and should use effective strategies and sanctions to maintain a positive learning environment. When dealing with incidents, staff should always:

- Act justly and fairly and be seen to do so.
- Show respect for the students
- Deal promptly and personally in matters of discipline.
- Be consistent.

Expectations

Students should

- Arrive in school ready to learn
- Listen to others and expect to be listened to
- Allow others the space and time to learn and make progress
- Have personal aspirations for achievement and be willing to work to the best of their ability
- Use appropriate language, keep hands, feet, and personal comments to themselves
- Respect others, their work, displays, equipment and school environment
- Eat and drink in appropriate places
- Dress appropriately

To be safe

- follow school rules for health and safety
- Be in the right place at the right time

Teaching staff will

- Provide opportunities for students to learn to the best of their ability ensuring differentiated activities with clear expectations.
- Provide an environment in which students can learn.
- Teach and model positive behaviour.
- Plan and prepare stimulating creative lessons.
- Teach respect by treating students with fairness and consistency.
- Teach interpersonal skills through positive supportive relationships within their teaching groups.
- Register students in every lesson.
- Support positive behaviour through the fair use of the school's referral system.
- Ensure useful, interesting lessons in foreseen absence.
- Avoid shouting, confrontation, aggression, sarcasm, humiliation, personal comments and whole group punishments resulting from the conduct of one or some individuals.
- Ensure that the climate of reward and praise outweighs sanctions

Teaching Assistants will

- Support all students including those with SEN or additional needs within the classroom.
- Support departments as directed by the Deputy Headteacher or line manager.
- Work in collaboration with the classroom teacher to remove barriers to learning for individual and groups of students.
- Work with the teacher to create and sustain a positive learning environment where praise and encouragement outweighs sanctions.
- Consistently implement the school's SEN and positive behaviour policy.

Tutors will

- Deliver the SEAL curriculum and develop pupil's interpersonal skills by promoting positive, supportive relationships within the tutor group.
- Keep record of attendance and to be aware of lateness and absence.
- Maintain positive communication between home and the school.
- Provide guidance and assistance to individuals as necessary.
- Support the schools positive behaviour policy.

The Senior Leadership Team will

- Support staff in managing behaviour by ensuring that systems for managing and monitoring behaviour and attendance exist and are consistently implemented.
- Ensure good practice is developed and shared e.g. by observations of teachers who are skilled in behaviour management.
- Ensure INSET is provided for staff that develops the individual and support school priorities.
- Ensure the school regularly communicates with parents, carers and the Management Committee.
- Provide effective support for teachers presented with extremely challenging and uncooperative pupil behaviour.
- Provide clear leadership and support for the school's behaviour policy
- Provide visible and dependable support to staff throughout the day.
- Ensure that a curriculum is in place that meets the needs of all the students.

The Management Committee will:

- Monitor the effectiveness of the school's positive behaviour policy.
- Support the Headteacher and Senior Leadership Team in the monitoring of attendance and exclusions of students.

Parents/carers should

- Ensure their child's regular attendance and punctuality.
- Request in writing extended school leave in term-time (holiday)
- Work in partnership to ensure their child meets the expectations and follows the school's positive behaviour policy.
- Keep the school/tutor aware of circumstances which may affect their child's learning and behaviour.
- Maintain regular contact with the school through attendance of review days and response to letters or phone calls.

REWARDS:

SILS recognize that encouragement, praise and rewards are an essential part of positive behaviour. Verbal praise and encouragement are used regularly and in every lesson.

'Praise more, criticise less and students will try to give their best'

In addition to our five Core Values of:

- **Enjoyment**
- **Unity**
- **Success and Achievement**
- **Compassion**
- **Responsibility**

We expect the following from all:

- **Respect** for self and others
- **Positive behaviour**
- **Punctuality** to school and lessons

A merit system is central to the reward system and all staff are expected to apply consistency when awarding merits to students.

Daily: Merits are recorded and initialled by staff in student planners.

3 Merits can be awarded in every lesson as:

- 1 Merit = Arriving to lesson on time.
- 1 Merit = Following instructions during the lesson.
- 1 Merit = Good quality output (work) in lesson

5 Merits (maximum) for high quality homework in a subject per week

Weekly: Tutors discuss academic and general progress with tutees, and support recording of merit totals, which may be displayed in the tutor room. Merits accumulated can be exchanged for vouchers or other tangible awards in operation (Tariff: 5p per merit).

Tutors contact parents to highlight achievements, including those discussed at end of day de-brief meetings. Positive post cards may also be mailed home. Achievements shared at debrief will be recorded on SIMS.

Recognition is given for good attendance and an award may be made to one or more student(s) with 100% attendance during whole school assembly.

Half termly

Special Academic Awards will be presented for progress of at least **one sub level** during a half term as follows:

PLATINUM Award –	5+ Subjects
GOLD Award –	4 Subjects
SILVER Award –	3 Subjects
BRONZE Award –	2 Subjects

Termly

Two students are nominated for the Silver Award as part of the Jack Petchey Achievement Award. The students each receive an achievement certificate, a pin brooch and £200 on behalf of SILS.

A range of achievement awards are presented by staff as part of end of term celebration.

Annually

Jack Petchey Southwark Borough Presentation Evening is held annually. All previous award winners, their guests and school staff are invited to the celebratory event. An end of term celebration event / trip may be held.

SANCTIONS

Good classroom management and use of preventative strategies do much to defuse situations without the need for sanctions. However it is recognised that in some circumstances students may not behave in the way we may wish and when these occur, we will implement sanctions which are two-fold:

- To reprimand
- To get students to reflect on their inappropriate behaviour, accept responsibility for their actions and learn strategies to avoid such behaviour in the future.

The following flow chart is a guideline to staff as to how to deal with incidents. It is for guidance, rather than being prescriptive; each incident should be considered in its context but the guidance should aid whole school consistency.

This allows a stepped approach to match the seriousness of the incident with sanction applied.



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Responses to poor behaviour

Pushing, teasing, interrupting the teacher, clowning around in lesson. Misuse of equipment or environment, lack of respect, not following instructions



Behaviour managed by Teacher, TA or Tutor.
Verbal warning (3 warnings before being exited from lesson, or removing pupil; 5 minute cooling off outside classroom).
Behaviour to be recorded on SIMS
Staff to have conversation with pupil about behaviour

A continuation of the above in the same or next lesson having given the pupil every opportunity to remedy their previous poor behaviour.
Avoiding work, wasting learning time, arguing, cussing peers, swearing, play fighting, disrupting the lesson and learning environment



Behaviour managed by Teacher, TA or Tutor
15 Minute detention to be completed at break or end of school day. If pupil does not attend original detention the subsequent detention will be doubled to 30 minutes.
Parent/Guardian informed of disruptive behaviour.
Behaviour recorded on SIMS.
RA meeting offered to restore working relationship



Further refusal to turn up to detention will result in Pastoral Leader (or AHT) detention. Letter sent home to inform Parent/Guardian of detention. Other sanctions include withdrawal from class for a short time or internal exclusion.
Pupils are given the opportunity to reflect on their behaviour and actions. **RA meeting offered** to restore working relationship.



Pupils out of lessons on two separate occasions will result in a 30 Minute detention to be completed at the end of the school day with Pastoral Leader (or AHT). Truancing lessons (lateness to lessons, loitering in corridors, misuse of time out card, leaving class without permission, looking for planners, going to the toilet or wanting water) will result in the detention standing.
Pupils requiring first aid must be accompanied by a member of staff

Bullying: Racial (incl. mimicking accents), Homophobia, Sexist, Cyber bullying and bullying based on religious beliefs will be dealt with in accordance with SILS Anti-Bullying Policy.
Verbal abuse, Threats to staff, Extortion, **Theft; Misuse of Alcohol or Drugs**, (including smoking on school grounds), **explicit sexual behaviour**, spitting, damage to school property



Dealt with by SLT
Behaviour recorded on SIMS by staff.
Account of incident written by staff and student
Exclusion (internal or external)
Parent/Guardian informed by SLT. **RA meeting to be offered** to restore working relationship

Possession of weapon (or bladed implement)
The use of Weapons, made or adapted
Serious assault on staff or students
Arson
Sexual Assault



Dealt with by SLT
Behaviour recorded on SIMS by staff.
Account of incident written by staff and student
Parent/Guardian informed by SLT
Fixed term exclusion with governors meeting, or Permanent Exclusion from SILS (alternative education arranged)

Failing to hand over mobile phones and other misdemeanours will come under the 'not following instructions' and will be dealt with accordingly.

Positive Handling Policy and Approaches

Introduction

As an alternative education school, SILS may have on roll students who present with social, emotional and behavioural difficulties, and as such there may be a medium to elevated risk within the setting in terms of Restrictive Physical Intervention (RPI)

The **Joint Guidance on The Use of Force to Control or Restrain Pupils Guidance for Schools in England DCSF (Revised 2010)** is our main reference in matters concerning RPI. This policy should be read in conjunction with other school policies and guidance relating to interaction between adults and pupils such as the SEN, Safeguarding and Behaviour Policies. The joint guidance was produced for: "staff who work with people who may have behavioural episodes where restrictive physical intervention is necessary for their safety and the safety of others."

This policy has been prepared for the support of all teaching and support staff, who come into contact with pupils within the school to explain the school's arrangements for care and control.

Definitions of Positive Handling

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Risk assessment identifies positive prevention strategies and how a pupil may need to be supported in a crisis.

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;
- expect EHC plans to be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern and others affected by the behaviour requiring intervention;
- 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.

Objectives

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 expectations and discipline practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. SILS acknowledges that physical techniques are only a small part of a whole setting approach to behaviour management.

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 use of force is necessary and
- (ii) Are provided with appropriate training to deal with these difficult situations.

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- self – injuring
- causing injury to others
- committing a criminal offence
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).

As teaching and non-teaching staff work 'in loco parentis' and have a 'Duty of Care' towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this policy.

The use of **Team Teach techniques** is one of our control methods for reducing risks presented by children's challenging behaviour.

The application of any form of physical control inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Staff must be aware that they are responsible for:

1. assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties and
2. making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.
3. Staff need to be aware that they are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document

Minimising the Need to Use Force

At SILS we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition, for pupils who present with persistent challenging behaviour arrangements will be made for specific plans / targets to be delivered in partnership by tutors, class teachers and intervention staff.

Pupils who have issues relating to sensory dysfunction or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour, may have individualised support or programmes to help them to manage this.

Through the SEAL curriculum pupils learn about feelings and how best to manage conflict. This ethos at SILS further promotes independence, choice and inclusion, with pupils given maximum opportunity for personal growth and responsibilities for their emotional wellbeing.

All permanent staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise. Reasonable force will only be used when the risks involved in doing so, are outweighed by the risks involved in not using force.

Prevention of unsafe behaviour will be enabled through:

- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff;
- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for choice and achievement;
- Developing staff expertise through a programme of Continuous Professional Development;
- Exploring pupils' preferences relating to the way/s in which they are managed "Triggers"
- Staff employ 'defusion' techniques to avert escalation of behaviour into violence or aggression

Use of Physical Handling

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in SILS:

- Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
- Staff would be expected to follow the pupil's IEP, EHC, IBP plan or Risk Assessment in the first instance to manage an incident/challenging behaviour
- If this was unsuccessful and the situation continues to escalate staff would then be expected to employ other Team Teach techniques that they have been trained to use.
- Only if all of the above have been tried and are unsuccessful should staff even consider any other form of restraint. The overriding consideration should still be the reasonableness and proportionality of the force used.

All the techniques used take account of a young person's;

- gender
- level of physical, emotional and intellectual development
- special needs
- social context

They also provide a gradual, graded system of response. Where behavioural records and/or risk assessment identifies a need for a planned approach, plans (EHCP) are written for individual children and where possible, these will be designed through multi agency collaboration and, with parental consent, shared with other agencies/services supporting the child to facilitate consistency of approach so far as is possible.

1. Physical Contact

Situations in which physical contact occurs between staff and pupils, as when in the care of pupils and in order to support their access to the curriculum, it would seem reasonable that young people may require close contact, as long as this is within public view, and it is sensitively carried out and it is age/person-appropriate.

2. 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 arm or shoulder where the pupil is compliant. This technique cannot be emphasised enough and in the hands of a skilful practitioner, many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to “defuse” a situation by a timely intervention.

3. Physical Control / Restraint / Restrictive Physical Intervention

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. All such incidents must be recorded on the Positive Handling Form. If anyone is injured an accident/incident report must also be completed. Records of incidents must be given to the Health & Safety Officer / Headteacher /Assistant Headteacher as soon as possible, and by the end of the school day at the latest.

The level of compliance from the pupil determines whether or not the interaction is an intervention or a control /restraint/ RPI. **Restraint is defined by Team Teach as the positive application of force by staff, in order to overcome rigorous resistance, completely directing, deciding and controlling a person’s free movement.**

Types of Incident

The incidents described in The Education and Inspections Act 2006 The Use of Reasonable Force to Control and Restrain Pupils fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- 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.

Other Positive Handling strategies include:

Time out: This involves restricting the child’s access to positive reinforcements in a room or area which they may freely leave. It is a specific behaviour management technique and does not necessarily mean time spent out of the class/group, but rather refers to a withdrawal of attention and/or things they find rewarding. It could be as simple as turning away from a child who is attention-seeking, or positioning a child away from the class/group. This withdrawal of attention could also be achieved by sending a pupil to another class/group or a quiet area.

Withdrawal: Which involves removing the child from a situation that causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a child from the class/group, to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. The arrangement of “quiet time” shall be negotiated between the child and staff involved.

After the use of a restrictive physical intervention

After the use of an unplanned restrictive physical intervention, the following steps will be taken:

- Details of the incident will be recorded by all adults involved immediately on the positive handling incident book.
- Recording will be completed within 12 hours whenever possible. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- Any injuries suffered by those involved will be recorded following normal school procedures.
- The Headteacher will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has ‘caused or put a child at risk of significant harm’ the Headteacher will follow the school’s child protection procedures and also inform parents/carers.
- Parents/carers will be informed by the Headteacher/Assistant Headteacher on the day of the incident. Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions. **Authorised Staff / Health and Safety / Training / Support**

Authorised Staff

All teachers, staff and the Headteacher are authorised to have control or charge of pupils automatically. They thereby have the statutory powers to use reasonable force within the context of The Education and Inspections Act 2006 and the subsequent guidance ‘The Use of Reasonable Force to Control and Restrain Pupils’ and guidance from the **DFE April 2012**.

Supply staff must ensure that they are familiar with this school's policy. Through the provision of Team Teach training, the risk of harm towards staff is reduced but it is possible for some injury to be received. All such occurrences should be treated and subsequently recorded, on the Positive Handling Form/Accident Form.

Authorisation is not given to volunteers, students on placement, visitors or parents as they will not have control of pupils who may present with challenging behaviour, but will be supervised at all times.

Health and Safety of Staff

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety.

Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils’ plans have a duty to report these to the Headteacher / Assistant Headteacher immediately, as there may be an impact on their own safety and that of colleagues and/or pupils. This information will be shared on the staff notice board.

Staff Training

It is the responsibility of the Headteacher to ensure that Team Teach training in the use of positive handling is available to staff and is kept up to date. The school provides training for all authorised staff and the Headteacher retains a list of all those staff trained. The list is reviewed on an annual basis.

No member of staff will be expected to use Team Teach techniques without appropriate training. Prior to 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. Most school staff working directly with pupils receive the 6-hour Basic Course in Team Teach. This level of training enables staff to actively support each other, and pupils, if an incident occurs and a child needs physical intervention to keep themselves and/or others safe. However, if staff are unable to support physically they are expected to support with de-escalation.

Staff Support Following Incidents

Any member of staff or pupil at the school involved in or witnessing a serious incident involving the use of physical hold, may require additional support following the incident. When recording an incident, staff should describe the situation in as much detail as possible using the bullet points as a GUIDE.

- Date, Day, Time, Place
- Weather
- Persons present
- Feelings /Emotions (of child and adult)
- Conversation
- Furniture position
- Build up to Incident
- Pre-dynamic
- Risk Assessment
- Decision made to act/not to act
- Team Teach techniques used

Also add:

- Notes made when/where
- Policies/Procedures
- IEP/EHCP/Behaviour Plan

Team Teach trained staff

All Permanent members of staff have been trained to use positive handling techniques within SILS (KS3 & KS4). Certificates and a letter of permission from the Headteacher for each member of trained staff to use Team Teach techniques when deemed necessary are kept in the school file for reference.

COMPLAINTS

All complaints arising from the operation of these policies will be considered under the school's complaint procedure.

The policies will be reviewed at least once a year, taken account of guidance from statutory bodies and the DFE on issues related to positive behaviour, exclusions and restrictive physical intervention.

Policy Review Date: 1st April 2015

Chair of Management Committee: Sue Millington

Date agreed and signed: