



SCHOOL POLICIES

Behaviour Management Policy

Mission Statement

Horton Education and Care supports children, young people and adults through their difficulties, fosters their ability to manage their own behaviour, and develops their knowledge, skills and independence, enabling them to live as full and rich a life as possible.

Policy Title:	Behaviour Management	Date of Implementation:	June 2015
Policy Reference:	<p>General Policies</p> <p>DfE Guidance – use of reasonable force in schools 2013.</p> <p>The BILD code of practice: for the use and reduction of physical interventions.</p> <p>Education & Inspections Act 2006</p> <p>Legislation: Maintained schools - Education and Inspection Act 2006: Section 89.</p> <p>Academies, free schools and independent schools – Independent School Standards Regulations (Schedule 1 part 3 paragraph 9)</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf</p>	Date of Next Review:	August 2017

1.0 INTRODUCTION

A major determinant of good behaviour and positive ethos of the school is the quality of relationships between the staff and pupils. Pupils will be assisted to develop socially acceptable behaviour through encouragement of socially acceptable behaviour and constructive staff response to inappropriate behaviour. A positive approach, reinforced by rewards, will be used in preference to the negative use of sanctions. Staff will set good examples to praise, promote and reinforce good behaviour.

The school accepts that the pupil is being admitted because of their special needs and will endeavour to manage any problems in a reasonable manner as they arise. Measures to manage behaviour either within the school premises or in some circumstances outside of school premises will be appropriate to age and individual need and not excessive or unreasonable.

2.0 PROMOTING ACCEPTABLE BEHAVIOUR

A positive and clear approach to promoting good behaviour will be adopted and this will be the subject of regular review in line with the principles set out in (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf). Rewards will consist of praise and reinforcements determined by individual need. Staff will set good examples to praise, promote and reinforce good behaviour.

The ethos of the School will be one of high standards, high expectations and the setting of good examples to the pupils both within the school and in social situations.

Rewards consist of:

- a monetary reward system will be employed for pupils which relates to the positive rules of the school, attending and working in lessons and good behaviour
- an activity reward afternoon
- personal choice reward
- Points based behaviour assessment sheets

Rewards will be monitored and recorded in individual pupils behaviour sheets.

3.0 DEALING WITH UNACCEPTABLE BEHAVIOUR

The school will develop and implement de-escalation diversion and redirection strategies to pre-empt or limit problematic behaviour.

The school's policy on discouraging inappropriate behaviour is based upon the following fundamental principles:

- The level of punishment should be proportionate to the seriousness of the offence.
- Punishment must be fair and consistent and whenever possible be acknowledged as fair by the pupil(s).

Whilst discouraging inappropriate behaviour the School makes reasonable adjustments for pupils with special educational needs or disabilities, as required by the Equality Act 2010. Reasonable adjustments may also be made at times of pupils' transitions. These may be unsettling times for pupils and consideration of this will be taken into account.

A whole school/home approach will be sought for the management of pupil behaviour and individual behaviour programmes in order for staff to gain an understanding of the origins of particular behaviours, awareness of early indicators to problems and triggers to behaviours in individual pupils. Pupils diagnosed with particular conditions and complex emotional problems present numerous behaviours and challenges which are unacceptable. Individual programmes are to be established, as appropriate, and updated on a regular basis. A consistent approach to supporting individual pupils through their behaviour problems will be adhered to by all staff.

4.0 SANCTIONS

Sanctions are not generally used, however, an activity may be abandoned or cancelled if there is a risk of danger to other people.

Permitted sanctions are:

- to abandon an activity
- to return to school
- to stay on school premises
- to remove staff attention for short period of time

Pupils may be allowed greater personal space if it is deemed useful or at their request.

5.0 PHYSICAL RESTRAINT

The school will implement a proactive approach based on risk assessment and endeavour to minimise interventions through preventative strategies and alternate approaches.

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

The term ‘reasonable force’ covers the broad range of actions that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm, standing between pupils, through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

‘Reasonable in the circumstances’ means using no more force than is needed.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

5.1 Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

5.2 When can reasonable force be used?

The following 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;

- stop a pupil behaving in a disruptive or dangerous manner at a school event or on a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or pupil, or to stop a fight.

6.0 PROHIBITED FORMS OF CONTROL/PUNISHMENT

Corporal punishment is forbidden – **it is always unlawful to use force as a punishment.** Staff participating in such behaviour are liable to summary dismissal and possible prosecution.

Intimate physical searches are strictly forbidden. The police should be notified if a pupil is suspected of hiding drugs on their person.

Restriction of liberty or confinement to room: locking a pupil in a room is strictly forbidden. Confining a pupil to the building or site for more than 45 minutes is forbidden except in exceptional circumstances, e.g. danger of serious injury.

Deprivation of food or drink is forbidden, nor should a pupil be forced to eat or drink liquid which the pupil does not like.

Wearing of Inappropriate items/clothing. Requiring a pupil to wear inappropriate clothing, footwear, badge, hairstyle etc. for the purpose of punishment is forbidden.

Fining pupils for misbehaviour is forbidden.

7.0 RECORDING AND FOLLOW UP

Training, debriefing and staff discussions/meetings will encourage a willingness to discuss and learn from incidents in respect of individual children, staff members and good practice in general. The school recognises the importance of post incident support for children and staff. Our debriefing policy offers the opportunity to learn from incidents.

All incidents and restraints will be recorded in the Incident & Restraint Book. All sanctions will be recorded in the Sanction Book which will contain sanction, effectiveness of sanction and views of pupils.

Pupils will have the opportunity to discuss incidents and express their views and their views will be taken seriously, either individually or in a regular meeting/lesson, where unsafe behaviour can be discussed by pupils and staff.

The school will ensure that all pupils understand how to complain if they feel they have been unfairly/roughly treated. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

The Head will consider speaking to parents about serious incidents involving the use of force. In deciding what is a serious incident, staff will use their professional judgement and consider; the pupil's behaviour and level of risk presented at the time of the incident, the degree of force used, the effect on the pupil or member of staff and the pupil's age.

8.0 EXCLUSIONS

The school reserves the right, at its absolute discretion, to exclude a pupil either temporarily or permanently.

The school accepts that the pupil is being admitted because of his special needs and will endeavour to manage any problems in a reasonable manner as they arise.

In the event of a temporary exclusion, the Placing Authority and parents/guardians will be notified immediately by telephone and confirmation given in writing.

The pupil will be returned to the care of the authority/parent(s)/legal guardian(s) until agreement is reached between the school and the Authority for the pupil's return to the site.

Fees will continue to be paid at the full rate during any temporary exclusion.

A school placement will be maintained for the pupil until the pupil returns to the school or is permanently excluded.

A representative of the Authority will be offered the opportunity to attend a meeting with the Head of School to discuss any pending permanent exclusion.

Audit Trail

Version	Change	By Whom	Date
1.0	Updated Policy,		December 2012
1.1	Updated Policy and format	Janjer Ltd	June 2015
1.2	Update Policy & format	Principal Plus S Holborn	August 2016

