



School Policies

Positive Relationships & Behaviour 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

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1. Introduction

All students attending Horton House School, have either a Statement of Educational Need or and Education and Health Care Plan as per SEND Code of Practice 2014.

A vital part of the work we do with our students is around supporting them with SEMH and identified additional needs. These may be Autistic Spectrum Conditions, ADHD, OCD, Dyslexia or any other co-morbid diagnosis. We work closely with a range of outside agencies including Educational Psychologists, Education Welfare, CAMHS, Social Services and SEN Teams from seven different Authorities.

Our students come to our schools following an often complex and lengthy journey through a variety of schools and education systems. They may be placed from out of area and could be CLA. Sometimes their emotional struggles can present a real barrier to learning and we believe, alongside a rich and diverse curriculum, that Restorative Approaches are fundamental in helping our school community move towards better outcomes and brighter futures.

2. Our Policy

- Aims to articulate the central values, rights and responsibilities which underpin the management and development of self-regulation, resilience, behaviour and wellbeing across both schools.

- Will be structured around the Principles of Restorative Justice and the six principles of nurture as devised by the Nurture Group Network. This approach will provide an alternative to the belief that punishment will change behaviour and achieve compliance.
- Will utilise Restorative Justice as an educative approach, to help those involved learn the skills needed for change.
- Is written in the belief that school wide shared understanding of principles, procedures and practices, is the most effective way of achieving a united and vibrant school community.
- Will support the young people and adults working with them to achieve the outcomes defined by 'Every Child Matters' 2004.
 - ✓ **Safe** – From mistreatment, abuse and neglect. From accidental injury and death. From bullying and intimidation. From anti-social behaviour. To have stability and security and to be well-cared for.
 - ✓ **Healthy**- Including physically, mentally, emotionally and spiritually. Living a healthy lifestyle and making better, informed decisions about eating, drug/ alcohol abuse, sexual health and exercise.
 - ✓ **Enjoy and Achieve** – Ready and willing to participate in the educational experience. Attending school and recreational/ enriching opportunities. Achieving nationally recognised educational standards.
 - ✓ **Economic well-being** – Encouraging the young person to engage in further education and / or employment such as an apprenticeship scheme. Ensuring they have an education that is effective in providing decent housing and enabling sustained contribution to wider communities. Have access to transport and a good standard of living.
 - ✓ **Positive Contribution** – Being involved in society and making a positive contribution to communities. Not engaging in anti-social behaviour, and understanding the true and wider impact of such behaviour.

3. Philosophy

We believe that good behaviour and self-regulation are integral to the learning process. We all have the right to work and develop in an atmosphere of respect, trust, security, honesty and openness. Positive relationships are valued and regarded as fundamental within our schools.

4. Key Elements

- ✓ Clear, shared learning goals that are presented to students in every lesson with clarification and appropriate differentiation.
- ✓ Creation of a safe and caring environment that adheres to the six principles of nurture.
- ✓ Enabling, recognising and celebrating of individual achievement and progress – target tracker sheets, golden book, celebration assemblies, contact with parents/ carers.
- ✓ Tolerance and compassion for other people, regardless of age, race, gender, belief system, sexual orientation, mental or physical difficulties.

Positive relationships between students, their peers and adults are integral to effective implementation of this policy. The school will endeavour to ensure effective partnerships with home and other involved parties such as Social Services, Local Education Authorities and service

providers. The Policy will apply to time spent at school, school trips, transport in taxis to and from school, placements, activities and any other school related business.

The Policy relies on the Principles of Restorative Justice, which:

- ✓ Create dialogue and communication.
- ✓ Are fair, open and honest.
- ✓ Treat everyone with respect.
- ✓ Allow all to gain a shared understanding.
- ✓ Should lead to accepting responsibility then reparation, reintegration, restoration and then cultural change.
- ✓ Provide opportunity for all involved to express their views.
- ✓ Expect that all involved will be listened to and acknowledged.
- ✓ Focus on harm caused and actively seek ways of repairing that harm.

And the Six Principles of Nurture:

- ✓ Learning is understood developmentally.
- ✓ School and classrooms offer a safe base.
- ✓ The importance of nurture for the development of wellbeing.
- ✓ Language is a vital means of communication.
- ✓ All behaviour is communication.
- ✓ The importance of transition in the lives of children and young people.

5. Rights and Responsibilities

All members of Horton House School have the right to:

- ✓ Work safely and productively
- ✓ Make progress without distraction or disruption.
- ✓ Have recognition and reward for effort.
- ✓ Be valued and respected.
- ✓ Be given equal opportunities regardless of race, gender, sexuality, religion, ability or disability.

6. Teaching and Learning

All staff are expected to provide a rich and diverse curriculum for our learners. Lessons should be well-planned with each individual child in mind. Regular assessment will provide accurate data and inform ways forward in terms of schemes of work and intervention.

The development of students' social, emotional and mental health skills will be encouraged by establishing high expectations in lessons and through a structured pastoral system. Students will start and end every day with their Tutors in allocated homerooms.

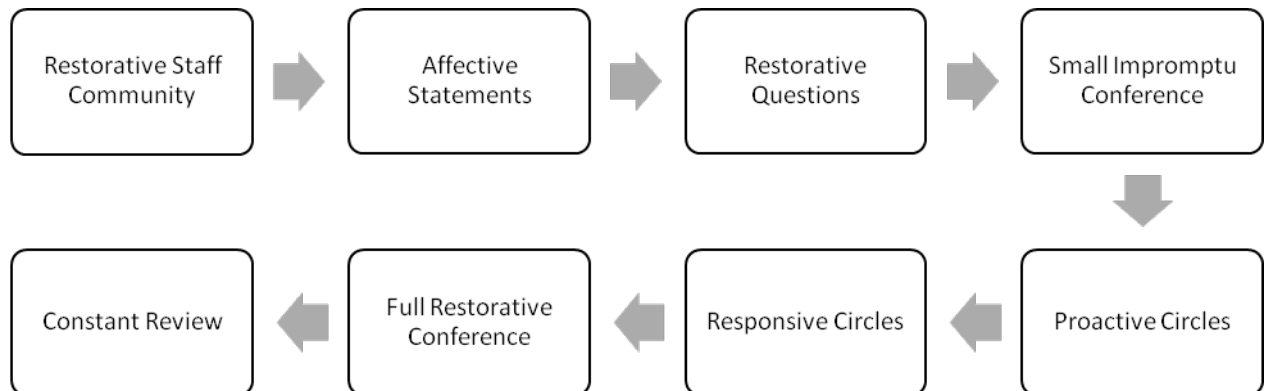
We recognise that all of our students have their own set of strengths and areas for development and that at certain points they will require even more targeted support. With this in mind we have created a Pastoral Team at each school. This team will be available to work proactively with identified students and support the learning process. They may help to deliver a parallel and/ or alternative curriculum and have responsibility for organising time-out/ time-in and running the Restorative Inclusion Rooms.

7. Roles and Responsibilities

All staff including SLT, teachers, teaching assistants, caretakers, dinner servers, instructors, and office staff and so on must be aware of their duty to present as positive role models for the students. The use of mobile phones and/ or other electronic devices is prohibited (unless being used for teaching purposes). Eating and drinking during lesson times is not acceptable unless this is water and the students also have access to this. Staff must adhere to the Horton House School Dress Code and minimise visibility of tattoo's / piercings. The promotion of positive behaviour is the responsibility of the entire school community, led by the Directors, Head Teacher and Senior Leadership Team. Staff have been issued with a set of Professional Standards to abide by.

8. Requirements:

- The Directors support and promote the principles of the Policy.
- The Head Teacher and Leadership Team establish an ethos of restoration and nurture that encourages attendance, positivity and self-regulation.
- The Pastoral Team provides support for staff and students and participates in the training required to promote restorative practice and facilitate conferences. They will coordinate the formal conferencing process as well as the Restorative Inclusion Room and Reflection time.
- All staff will participate in a whole day Restorative Justice training opportunity then ongoing twilight training around mental health and social / emotional difficulties. All will ensure the Policy is consistently and fairly applied and appropriate conduct is continuously modelled.
- Students will adapt and learn about restorative approaches with a view to improving learning outcomes and creating better future opportunities. They will understand that behaviour has far-reaching impact but that relationship can be repaired and restored.



9. Restorative Approach

All staff will use Restorative language and questions as taught to them in the Restorative Justice training:

- *What happened?*
- *What were you thinking/ feeling at the time?*
- *What do you think / feel about it now?*
- *Who has been affected by what has happened?*
- *In what way?*
- *What impact has this incident had on you or other people?*
- *What has been the hardest think for you?*

- *What do you think needs to happen to put things right?*
- *What do we need to do to make sure this doesn't happen again?*

The questions are neutral and non-judgemental, they are about the behaviour and how it has affected others, they are designed to avoid simple 'yes' 'no' answers. They take all involved on a journey from the past to the present and think about what might happen in the future. Reflection takes place and some empathy may develop if the process is used consistently over time.

How to use Restorative Questions

This model can be used in a number of ways that also represent a graduated response. It ranges from informal use in corridors and classes to formal conferences.

Restorative Conversation

Informal 'chat' using restorative questions, this does not require any formal preparation, contract or de-brief but could include a follow-up conversation- Individual member of staff to take initiative and lead this informal process.

Impromptu Conference

Informal conference that does not need formal preparation. A formal contract / follow-up might be necessary- Individual member of staff takes initiative and leads process.

Circle or Classroom Conference

A more structured conference that required some pre-conference preparation and possibly some sort of contract, de-brief and/or follow-up session. Pastoral Team to be involved.

Formal Conference

Required formal pre-conference preparation including a conference referral, a contract and a formal setting. Parents/ Carers must be informed that the conference is going to take place, they may be required to attend. There should be de-brief after the conference and a follow-up session will be necessary.

Unsuccessful Conferences

Unless all parties have agreed to take part the conference cannot go ahead. If those involved fail to comply with expectations of the agreement, alternative solutions, including school sanctions may be negotiated and applied.

10. Consequences

We are committed to a process of support and solution focussed work with our students but we recognise that, at times, more punitive consequences are required. We endeavour to be fair and consider all aspects of a situation when putting consequences in place.

- Not earning points on tracking sheets
- Not earning reward money at the end of the week
- Reduced opportunities to take part in activities
- Catch-up time
- Contact with parents/ carers
- Escalation through restorative approaches
- Use of reflection during break time
- Use of reflection during lunch time
- Tidying up disruption created in the classroom

- Reward money used to pay for damages
- Educated offsite
- Educated on an alternative timetable
- Involvement of other services such as Youth Offending Team and the Police in exceptional circumstances
- Fixed-Term Exclusion
- Other consequences as deemed necessary and appropriate

11. Rewards

- Praise/Phonecall Home
- Letters sent home
- Certificates
- Weekly subject nominations
- Opportunities to take part in activities
- Trips
- Special commendation from the Headteacher

12. Weekly Tracking Sheets (See Appendix 1)

Each student has their own individualised outcomes generated through the Boxall Profile Education and Health Care Plan reviews and any other behaviour concerns that arise during the school day. Staff must be aware of the desired outcomes for their key young person / people. This is non-negotiable. This information can be found in SEN files.

The Pastoral Lead is responsible for the Weekly Tracking Sheets. The sheets contain 5 targets for each student. Staff then record on the sheets if the student has achieved or not achieved each target each session. The points are all added up and given a percentage which converts into a behaviour level 1-5. During the time in their home rooms at the end of every day, behaviour levels are discussed with students. If students don't meet their targets then a consequence is put into place. If students do meet their targets then they are rewarded with activities either weekly or termly and also they receive reward money based on the tracking sheets. The targets are reviewed as and when necessary to meet the need of each young person. The Pastoral Manager and Pastoral Lead analyse them weekly taking into account input from staff.

13. Communication with Parents and Carers

Within the first 2 days of Key Worker allocation contact must be made with parents/ carers. Modes of preferred communication will be established and recorded. All Key Workers will complete a communication log that summarises content of conversations / emails. In the instance of attendance issues protocols as per the Attendance Policy will be followed. When contact is made Key Workers must inform Parents/ Carers of any positive outcomes from the day or week as well as any issues causing concern. Parents/ Carers, SEN teams and where relevant, Social Workers must be informed within an hour of an incident involving physical restraint. This should be followed up with a more detailed report within 24 hours. Refer to 'Restraint Reporting Procedure Policy' for further information. Parents/ carers may be asked to attend the school for strategy and support meetings. They may be asked to be available to take telephone calls from their young people as a support mechanism.

14. The Use of Reasonable Force

Control and restraint interventions will only be used as last resort and in line with the most recent Government recommendations. (Reducing the Need for Restraint and Restrictive Intervention. Draft Guidance November 2017) Please refer to our separate 'Restraint Reporting Procedure' document Jan. 2018.

All staff within the schools receive CALM (Crisis, Aggression and Limitation Management) training in the use of RPI which is a BILD approved approach. This provides specific guidance for staff on the use of the techniques taught to staff and when, where and how they should be used. This should be read in conjunction with this policy.

Staff should ensure they have exhausted all other options and are confident they could justify and explain their use of force before making a physical intervention. It is always the last resort.

As per DFE Guidelines schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or 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 another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

We will follow the above guidelines and use physical intervention:

- In the case of assault on another person – student or staff.
- When there is risk of serious harm to the young person or other people because of their actions – such as smashing windows or attempting to climb out of high windows.
- When a student is in possession of an item that could be used as a weapon and they are threatening to use it as such.
- When there is serious risk of damage to expensive resources/ property, such as vehicles or interactive whiteboards.

We recognise that other, exceptional circumstances may arise and which will require restrictive intervention as a form of crisis management.

15. Reporting Incidents and Restraints

It is a requirement that staff record all serious incidents using School Pod, the school behaviour tracking system. These reports must also include details of any action taken to address the concerning behaviour so that students are supported in the process of change and modification. School Pod includes restorative responses. An allocated member of staff will be responsible for School Pod and will be responsible for the overseeing of the system. The level descriptors below are used to categorise behaviour. Only incidents that are Level 3 and above are recorded.

Level 1:

- Low level disruption
- Initial refusal to follow instructions

Level 2:

- High level of disruption
- Continued refusal to follow instructions

Level 3:

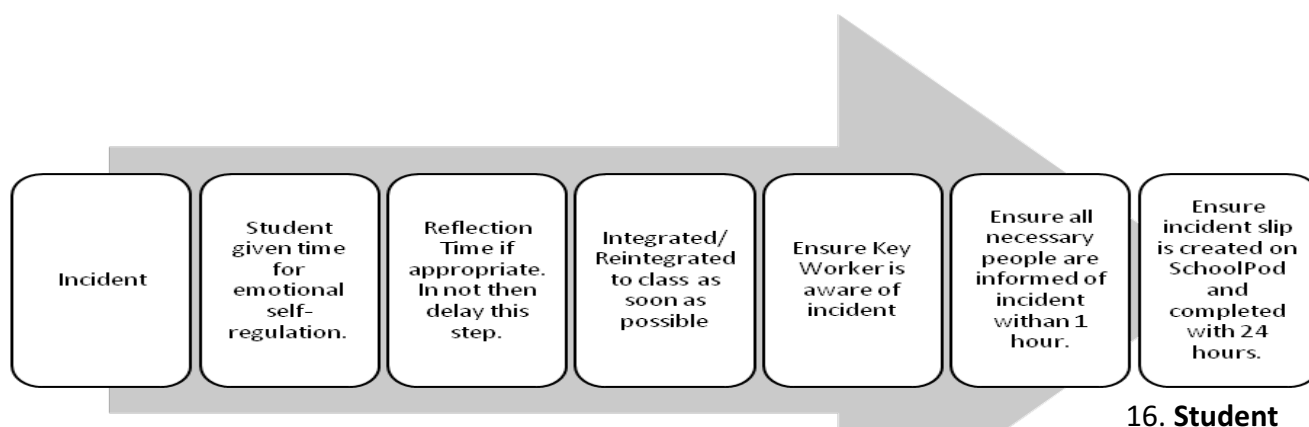
- Verbally aggressive and or abusive requiring redirection

Level 4:

- Physical aggression requiring removal of student
- Destruction of property
- Verbal bullying (Racist and Sexist)

Level 5:

- High level of aggression
- Spitting at staff and/or students
- Staff or other students being assaulted, punched, kicked
- Use of restraint required
- Absconding



Self-Regulation

The amount of time needed for this will vary from one young person to another as will the way in which this happens. Some students may need to talk through the events immediately and could go straight into 'Reflection Time'. Other students may need some time alone in a safe space to gather their thoughts. Key Workers will establish, through discussion with young people, how they believe we can best support them. This information must be passed onto the SENCo who can ensure it is added to Pupil Passports. The PASS surveys will be completed with all students by the Personal Development Coordinator during PSHE lessons. They will not only be used as a measure of progress and provide us with Qualitative Data but they will be shared with staff so students can be encouraged to self regulate.

17. Reflection Time (See Appendix 2)

Reflection Time that is intended to be a supportive strategy based in the principles of restorative approaches. It will provide an opportunity for students to consider their behaviour and talk it through with adults. This can happen directly following an incident if appropriate but should also be used as a strategy by Key Workers throughout a day / week. Reflection takes place during break, lunchtime or daily review time during tutor time. Weekly target tracking sheets should inform this process. Staff need to make every reasonable effort to ensure Reflection Time is used effectively and as a vehicle for restorative solution focused work.

Reflection Time
<ul style="list-style-type: none"> •Following an incident and becomes part of the de-brief process. •This can be done by any member of staff •A Reflection Sheet to be completed and passed to Key Worker who will then place in SEN file.

Reflection Time
<ul style="list-style-type: none"> •Used as a supportive strategy by Key Workers as they track and monitor conduct and attainment through the day / week. •Taked place during break, lunch and Review Time at the end of the day. •Reflection Sheet to be completed and filed in SEN file

18. Support Systems for Students

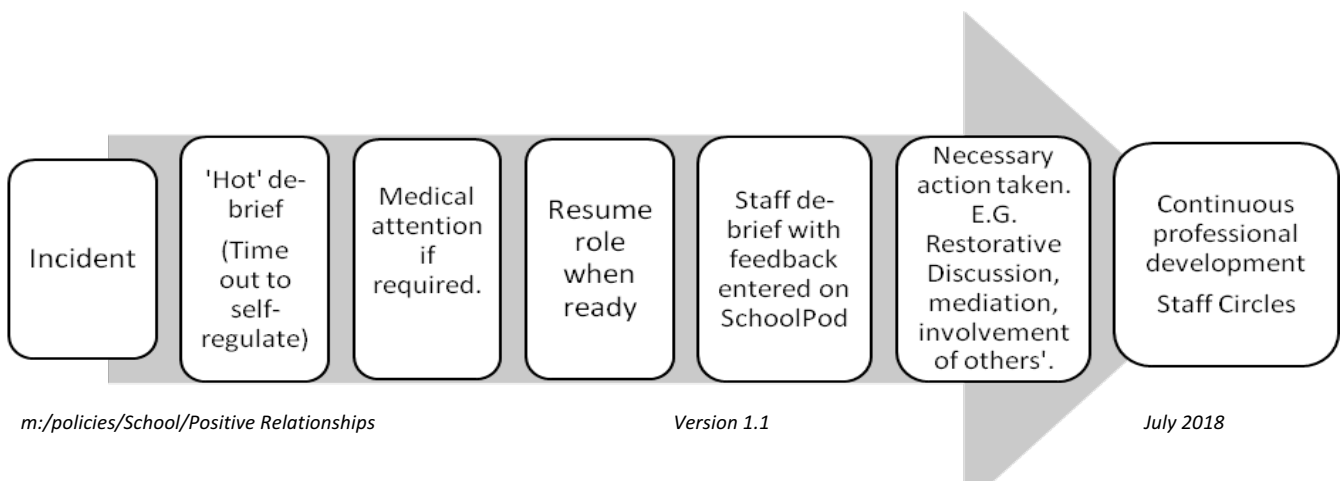
Pastoral support systems in our schools should be proactive and rigorous. Each young person is allocated a Key Worker and a Home Room. The Key Worker role is to guide, support and mentor their young person through the sometimes difficult and challenging process of the school day – week – term, and so on. A number of our students have experiences of school that have previously been very negative. They may live in troubled situations and have SEN diagnosis that make life even more complicated. With these factors in mind we aim to:

- Foster appropriate professional relationships
- Build on an ethos of care and trust.
- Avoid promises that cannot be kept
- Involve our young people in choices about their educational journey as much as possible.
- Identify and address special educational needs
- Identify and plan for medical needs
- Work effectively with parents and carers
- Work collaboratively with a range of agencies

19. Support Systems for Staff

All staff support our academic and wellbeing aspirations and are provided with a comprehensive ongoing programme of CPD to enhance and develop their ability to better work with our students. As soon as possible after appointment all staff are trained in physical intervention and we are now moving towards our whole community adopting restorative approaches.

On a day-to-day basis, the Pastoral Team is in place to further support the educational process, whether this be through pre-emptive planning for a particular child, the running of reflection time, offering individual staff support during lessons or working with students individually while they follow a parallel or alternative timetable. When incidents occur we have a process to follow:



In exceptional circumstances the Police may become involved but discussions with Senior Leadership must take place and only SLT will make this call. This is not the responsibility of other staff.

Hot De-brief

We recognise the emotional impact and incident with a student can have on the staff involved and, whenever possible, require a period of time is taken away from students to gather thoughts and self-regulate. Staff may need to have a drink, a chat or even a short walk.

Medical attention

Despite ongoing training and the use of de-escalation strategies there may still be times when injuries occur. Any injuries must be seen by a qualified first-aider and logged in the accident book. They must also be detailed when completing the incident slip on SchoolPod.

Resume role when ready

Staff must not resume work with students if in an emotionally heightened state. This can influence the mood and behaviour of young people and could lead to further incidents. Staff must always be calm.

SchoolPod

All staff MUST follow correct procedure for creating and completing incident reports. A staff de-brief must follow. These can be completed with any member of SLT.

Action taken

Refer to systems for supporting and individual student needs.

CPD / Circles

Staff MUST attend scheduled CPD sessions as a way of becoming increasingly informed about the young people we work with. Staff circles will take place at least once each week and focus on current behaviour issues and students causing concern. This will also be an opportunity to review assessments of risk for individual students.

20. Prohibited Forms of Control/Punishment

The following section clearly states those measures that cannot be used within the schools these are:

- 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

21. Complaints

The schools 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 will be thoroughly, speedily and appropriately investigated.

The Headteacher 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.

22. Exclusions

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

Only the Head Teacher or Deputy in his/her absence can action the Exclusion process as detailed in the school Exclusion Policy.

In the case of fixed-term Exclusion we will follow procedures detailed in our Exclusions Policy, including the allocation of first-day provision for Children Looked After.

The schools accept 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 schools 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.

23. Confiscation of Inappropriate Items

There may be times where the school has to confiscate items from pupils the law enables

a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The law provides the Power to search without consent for "prohibited items" including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- 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 property and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search. This is weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Appendix 1: Weekly Tracking Sheet



Weekly Target Sheet

Student:	Group:
W/B:	Key Worker:

	Morning Reg	Morning Break	Lunch	Afternoon Reg	Level	
Monday					1	85% or more
Tuesday					2	70-84%
Wednesday					3	50-69%
Thursday					4	49% or less
Friday						

Daily Targets. I can...

1. Follow Adult instruction
2. To listen and not distract others who are speaking
3. To stay in lesson (unless he asks for time out)
4. Act in a kind and considerate manner with others
5. Turn it around and make a success of the lesson

Achieved



Not achieved




POINTS GET CHANGED FOR CASH AT THE END OF THE WEEK

Day	Session 1 Max 5 Tokens	Session 2 Max 5 Tokens	Session 3 Max 5 Tokens	Session 4 Max 5 Tokens	Session 5 Max 5 Tokens	Total Max
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Appendix 2: Reflection Time Sheet

Self-Reflection Sheet: Restorative Approaches- Complete with the student



Name: _____
 Key Worker: _____
 Date: _____

What happened?
Who was involved?
Where did the incident take place?

Type of behaviour	
Work Avoidance/ refusal	<input checked="" type="checkbox"/>
Distacting other students	<input type="checkbox"/>
Verbal abuse / swearing	<input type="checkbox"/>
Deliberate destruction of property	<input type="checkbox"/>
Unwanted 'silly' noises	<input type="checkbox"/>
Physical aggression	<input type="checkbox"/>
Discrimination (racism, sexism etc.)	<input type="checkbox"/>
Other:	<input type="checkbox"/>

Who do you think has been affected?

How have people been affected?

What needs to happen to make things right?

How will you support yourself in the future?

How can we support you in the future?

Signatures
 Student: _____
 Teacher/ key worker: _____
Continue on the back if necessary.

End of Policy

Audit Trail

Version	Change	By Whom	Date	Review Date
1.0	New Policy introduced	Fay McHugh- Deputy to the Head teacher Catherine Jones- Head Teacher	April 2018	
1.1	Review of Policy and Accuracy Check	Head Teacher and School Secretary	July 2018	July 2021