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BEHAVIOUR MANAGEMENT POLICY

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SAMUEL RHODES SCHOOL HAVE ADOPTED THE FOLLOWING ISLINGTON DEFINITION:- 22

BULLYING IS WHEN SOMEONE DELIBERATELY HURTS ANOTHER OR MAKES THEM FEEL UNHAPPY. BULLYING BEHAVIOUR WILL BE REPEATED AND BE DIFFICULT TO DEFEND AGAINST. BULLYING MAY BE RACIST, SEXIST OR HOMOPHOBIC. PEOPLE CAN BE BULLIED FOR ANY REASON; BECAUSE OF THE WAY THEY LOOK, BECAUSE OF THEIR RELIGION, THEIR AGE, BECAUSE OF LEARNING OR PHYSICAL DISABILITY, WHERE THEY LIVE, THEIR FAMILY, THEIR SOCIAL CLASS OR HOW WELL THEY ARE DOING AT SCHOOL FOR EXAMPLE. 22

AT SAMUEL RHODES SCHOOL MOST ISSUES TEND TO BE DUE TO SPEECH, LANGUAGE, COMMUNICATION OR SOCIAL AND EMOTIONAL REGULATION DIFFICULTIES SO WE PREFER TO USE THE FOLLOWING ISLINGTON DEFINITION OF RELATIONAL CONFLICT:-22

THE MAIN DIFFERENCE BETWEEN RELATIONAL CONFLICT AND BULLYING IS THAT WHILE BULLYING WILL BE REPEATED, RELATIONAL CONFLICT CAN OCCUR AS A ONE-OFF INCIDENT PERPETRATED BY STRANGERS OR KNOWN PERSONS. HOWEVER, WHETHER INCIDENTS ARE LABELLED 'RELATIONAL CONFLICT' OR 'BULLYING', THE IMPACT CAN BE JUST AS DEVASTATING AND THEREFORE ALL REPORTS OF SUCH BEHAVIOUR SHOULD BE TREATED SERIOUSLY. PREJUDICE MOTIVATED BULLYING AND RELATIONAL CONFLICT REFERS TO ALL INCIDENTS THAT BREACH EQUALITIES LEGISLATION. THAT IS, INCIDENTS THAT CAN BE CLASSIFIED AS RACIST, SEXIST, HOMOPHOBIC OR DISCRIMINATORY ON THE GROUNDS OF AGE, DISABILITY OR RELIGION/BELIEF22

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Government expectations of behaviour

- all pupils to show respect and courtesy towards teachers and other staff and towards each other;
- parents to encourage their children to show that respect and support the school's authority to discipline its pupils;
- head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;
- governing bodies and head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation; and
- that every teacher will be good at managing and improving children's behaviour.

(Ensuring good behaviour in schools A summary for head teachers, governing bodies, teachers, parents and pupils DfE Sept 2012)

<https://www.education.gov.uk/publications/eOrderingDownload/Ensuring%20Good%20Behaviour%20in%20Schools%20-%20A%20summary%20for%20heads%20governing%20bodies%20teachers%20parents%20and%20pupils.pdf>

Samuel Rhodes vision:

Learning for Life

Respect

Education

Safety

Pride

Enjoyment

Courage

Trust

Samuel Rhodes School is a safe and creative learning environment where children can enjoy, learn and excel.

We support each other to play a positive role in a changing society and lead a fulfilled life.

Small steps to giant leaps.

(September 2012)

This policy aims to ensure that the whole community understands and shares our values and can work together to achieve our vision.

Key Principle

"The knowledge and skills of staff are the single most important factor in promoting good behaviour." (Steer Report 2005, "Learning Behaviour")

Good behaviour is essential for effective teaching and learning.

This policy ensures that all members of the school community are aware of their responsibilities with regard to behaviour management.

1.1 In order to achieve our vision and work by these values pupils must:-

- learn to take responsibility for themselves and to make the right choices by learning strategies they can use to manage difficult situations
- learn to think for themselves and judge what is right or wrong, and to act in acceptable ways whether at school, at home or in the wider community

1.2 Staff should enable all pupils to achieve their potential by:-

- providing a safe, happy, stimulating and organised environment for all children to promote resilience, independence and responsibility
- ensuring that everyone is treated fairly and consistently
- communicating high expectations in all situations to promote confidence and self esteem
- praising and rewarding appropriate behaviours
- encouraging and supporting pupils to meet their learning, social, emotional and behavioural targets and make progress
- being proactive in de-escalating and following-up inappropriate behaviour
- providing opportunities for children to voice grievances and concerns in an appropriate way

1.3 Parents should support their child and the school by:-

- encouraging them to respect the school rules (as signed in the home/school agreement Appendix A)
- encouraging good behaviour and supporting the school to ensure that they follow the same sets of rules at home as at school
- encouraging them to do their best at all times
- ensuring that they attend school on time every day
- encouraging them to take responsibility and expect consequences for their choices
- giving respect and listening to them, but expecting respect back
- encouraging tolerance, understanding and kindness to all people
- monitoring their children's behaviour and set a good example
- communicating with and supporting school staff

1.4 Governors' responsibilities

The governors share the responsibilities of the staff and parents.

In addition they are responsible for:-

- aiming to resolve problems wherever possible thus avoiding the need for exclusion
- responding to representations regarding exclusions
- on appeal, ensuring that exclusion decisions are fair to all parties and meet the need of the situation

School Rules

1.5 Primary classroom rules

- Be kind
- Listen to staff
- Try your best
- Ask if you need help
- Stay calm
- Make good choices

1.6 Secondary classroom rules

- Treat each other kindly and with respect
- Listen to what others are saying
- Work hard and do your best
- Put up your hand if you want help or attention
- Stay calm
- Make good choices

Behaviour Management system

1.7 Primary behaviour management system

Primary staff operate a positive behaviour system based on the school rules. The rules are displayed in every class and every family has a copy at home. Understanding is supported through Makaton and repeated reference to the rules. All four primary classes have a behaviour chart (Gold, Silver, Bronze) displayed in their class, with children aiming for gold weekly.

1.8 Rewards for good behaviour at primary

Thursday assembly is reward assembly. Pupils are given certificates for learning, behaviour and reaching targets. "Caught Being Good" (CBG) certificates are also given out for displaying positive behaviour. Pupils receive a sticker when they get a "CBG", their names are read out in assembly and one child is drawn weekly to win a prize. Pupils participate in enrichment activities on a Friday afternoon with pupils who have achieved Gold being able to choose an activity first as a reward.

1.9 Secondary behaviour management system

The pupil target sheet system is a constant incentive to work hard and behave well. This follows pupils on a lesson-to-lesson basis from Friday am to Thursday pm.

Every pupil has a personal, social and emotional development target decided by the tutor team and pupil.

5 minutes before the end of each lesson the teacher and associate staff decide the points the child is to receive out of a maximum of 3.

There should be no surprises for the child at the end of the lesson, pupils should be aware of any loss of points as and when it happens and the whiteboard should be used as a reminder.

The tutor team are a vital part of the target sheet success and should display and celebrate totals on the white board in morning and afternoon registrations and weekly.

1.10 Rewards for good behaviour at secondary

Pupils who gain 100 points in a week earn a 'Solid Gold' certificate which is presented at the weekly celebration assembly. 'Star of the week' certificates are presented to pupils who have completed especially good work in the previous week which is then shared and celebrated in the assembly.

A weekly report is sent home with the target sheet every Friday with any certificates gained.

At the end of each term trophies are presented for 100% attendance and the pupil with the most points overall.

1.11 Inappropriate Behaviour


'Part of the adults' role is to be a mental container for the children's feelings and emotions. The adults need to feel what the child is feeling and hold it for them whilst reflecting it back to the child.... For this to happen effectively, there need to be effective sanctions in place that 'give strength to the sides of the container'. Sanctions are effective when they are consistently applied, but not punitive....they have to be perceived by the pupils as an irritating consequence'.

(Craig 2005 Selfish altruism SEBDA News, 7: 26-7 in 'Running a Nurture Group' Simon Bishop 2008 SAGE Publ.)

Whilst we celebrate good behaviour, there may be occasions when children make the wrong decisions and choose to misbehave.

Partnership between school and home is very important. Parents and carers are informed whenever there is concern over their child's behaviour, and they may be asked to come to school to discuss strategies to resolve a child's inappropriate behaviour or collect them following a detention.

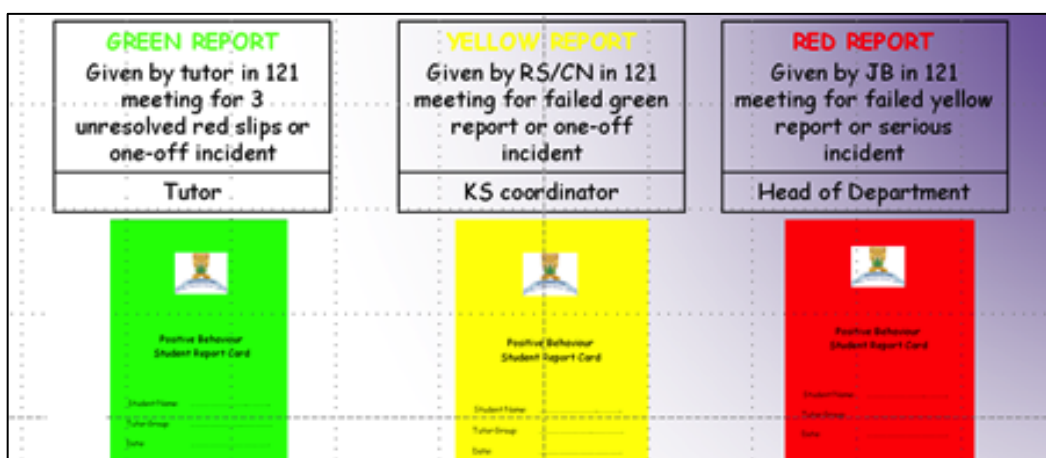
1.12 Assertive discipline strategies used to manage behaviour effectively

Least Intrusive	<p>Distractions/Diversions Send to do a job Change the activity Ask a question "Do you need a hand?" "How will you do that?"</p>		<p>Use Non-verbal Messages Nods Winks Shaking head Thumbs up Beckoning Blocking hand etc</p>
	<p>Tactical ignoring Ignore secondary behaviour . Also tactically noticing appropriate behaviour</p>		<p>Simple Brief Directions Describe what you want the child to do:- "Sitting in your chair, thanks." "Jane, facing the board, thanks." • Get attention • Pause • Message • Allow take up time</p>
Medium intrusive	<p>Avoid the word "No" "Yes Fred, you can do that when you have tidied the table". "If you finish that writing you can use the computer"</p>	<p>Simple Choice Freda, put the sweets in your bag or on the table" • Allow take up time • Use broken record technique if the child argues</p>	
	<p>Rule reminders Simple reminder of school rule. "We have a rule about calling out, Brenda. Please use it." "Derek, what is the rule about eating in class?"</p>	<p>Simple Choice Freda, put the sweets in your bag or on the table" • Allow take up time • Use broken record technique if the child argues</p>	
Most intrusive	<p>Questions and feedback Avoid saying "Why?" Use questions like: • "What are you doing?" • "What are you supposed to be doing?"</p>	<p>Partial Agreement "You may not enjoy all the work but you need to do it. What is the next part about?" • Then allow take up time</p>	
	<p>Make consequences clear " If you carry on talking you will have to sit by yourself."</p>		
	<p>Cool off time Making space to work away from others or sit and consider behaviour</p>	<p>Follow through consequences "I asked you to stop talking and you haven't, so you have to move now." " As you haven't stopped talking you will need to stay to talk to me after the lesson.</p>	

1.13 More serious incidents and record keeping

If an incident requires more intervention than any of the above strategies and every effort has been made to de-escalate the situation, more serious consequences will be invoked and the incident will need to be recorded on an incident sheet.

At secondary when necessary a pupil moves onto a traffic light report card system. This means that they will be in a detention and be excluded from lessons depending on the colour of the report and must report to the appropriate member of staff at break, lunch-time and after-school when a call is made to the parents to discuss how the day has gone and any praise or consequences.



If pupils are consistently making poor choices and behaviour management strategies and systems do not seem to be having the desired effect the staff team supporting the child staff will write an Individual behaviour plan (IBP) (Appendix B).

1.14 Behaviour contract

If poor behaviour persists and the child is at risk of fixed or permanent exclusion a member of SLT will hold a meeting with parents and the child to discuss possible alternative provision and negotiate a personalised contract to ensure the good behaviour is remembered and maintained by the pupil and reinforced by parents.

It should clearly and positively outline expected behaviours and should be signed by all 3 parties.

1.15 Very serious incidents

It may be necessary at times to take immediate action to resolve serious misbehaviour e.g. assault or damage to property. A member of SLT should be informed (via the 'on-call' escalation system at secondary) and serious consequences (e.g. internal exclusion and/or Police involvement) may be invoked. Parents will be contacted as and when appropriate in this case. The incident form should be written as soon as possible after the incident and definitely by the end of the day by the member of staff witnessing it which should be passed via on call to SLT when consequences will be agreed e.g., External agency involvement, internal or external exclusion.

Teachers' powers

All paid staff with responsibility for pupils have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline pupils for misbehaviour outside school. (Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable.")

Teachers have a specific legal power to impose detention outside school hours.

Teachers can confiscate pupils' property.

These powers also apply:

- at any time a pupil is wearing the school uniform or in some other way identifiable as a pupil at the school
- or at any time, whether or not the conditions above apply, that
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school

The school will respond to all non-criminal inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, in consultation with parents.

Consequences of poor behaviour, what the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff.
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' child protection policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency 'Team around the Child' (TAC) intervention is necessary.

Detention, what the law allows:

1.16 Teachers have a legal power to put pupils in detention.

All members of paid staff can impose detentions and must act reasonably when imposing a detention. They should be seen as an 'irritating consequence'.

Parental consent is not required for detentions.

Samuel Rhodes uses break time, lunch time and after school detentions when necessary as a sanction. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

The times outside normal school hours when detention can be given include:

- a. any school day where the pupil does not have permission to be absent
- b. weekends - except the weekend preceding or following the half term break
- c. non-teaching days

1.17 Detentions outside school hours

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- whether the detention is likely to put the pupil at risk
- whether the pupil has known caring responsibilities which mean that the detention is unreasonable
- whether the parents ought to be informed of the detention, in many cases it will be necessary to do so, but this will depend on the circumstances. for instance, notice may not be necessary for a short after school detention where the pupil can get home safely
- whether suitable travel arrangements can be made by the parent for the pupil, it does not matter if making these arrangements is inconvenient for the parent.

Confiscation of inappropriate items, what the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. All confiscated items should be kept securely in a named and dated container.

2) **Power to search without consent** for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

Section 550ZA of the Education Act 1996 and Regulation 3: Schools (Specification and Disposal of Articles) Regulations 2012

- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for (any electronic device e.g. phone, MP3,PS2, drinks and confectionary)

The legislation sets out what must be done with prohibited items found as a result of a search.

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.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation - advice for head teachers, staff and governing bodies'.

<https://www.education.gov.uk/publications/eOrderingDownload/Screening,%20searching%20and%20confiscation%20-%20Advice%20for%20head%20teachers,%20staff%20and%20governing%20bodies.pdf>

Power to use reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.

Separate advice is available in 'Use of Reasonable Force - advice for school leaders, staff and governing bodies'.

<http://media.education.gov.uk/assets/files/pdf/u/use%20of%20reasonable%20force%20advice%20for%20headteachers%20staff%20and%20governing%20bodies.pdf>

<http://media.education.gov.uk/assets/files/pdf/g/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions.pdf>

http://media.education.gov.uk/assets/files/pdf/g/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions%20for%20pupils%20with%20severe%20behavioural%20difficulties_2003.pdf

Exclusion

1.18 Internal Exclusion

Pupils who are disrupting learning or on report are asked to work in isolation away from other pupils for a limited period (and often with direct adult supervision). Any internal exclusion is only used when it is in the best interests of the child and other pupils. Pupils are only kept internally excluded for as long as is necessary and their time is used for constructive learning. Staff must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare. Pupils are supervised at breaks and lunchtime and are allowed to eat and use the toilet when appropriate.

Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances and with senior leadership approval if it reduces the risk presented by the child to themselves and others.

1.19 Fixed-term and permanent exclusion

The head teacher (or Senior Leadership Team member in their absence) decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent appeal panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Parents responsibilities

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

For school-registered pupils parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £50 (rising to £100).

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the school or local authority apply for one. Every effort will be made to resolve any unresolved problems and only in exceptional situations will a pupil be excluded from the school, after every strategy to manage the pupil and the situation has been exhausted. These will include school based behaviour management strategies and involvement of a range of external agencies.

An exclusion will only be made if the pupil presents a real and persistent threat to the health and safety of themselves, other pupils and staff, and /or where the risk to staff prevents them from carrying out their work effectively.

If the head teacher makes the decision to exclude a child, he/she will:

Inform the pupil's parents or carers of the period of the exclusion;

Outline the reasons for the exclusion to the pupil's parents or carers;

Outline the procedure for the parents to make representation to the governing body;

Inform the LEA and the chair of governors of the exclusion.

<https://www.education.gov.uk/publications/eOrderingDownload/Statutory%20Guidance%20-%20exclusion%20from%201%20sep%202012%20-%20june.pdf>

Physical intervention

In order to maintain boundaries of acceptable behaviour and ensure the safety of all staff and pupils, it may be necessary to use approved methods of physical intervention with some pupils.

Samuel Rhodes secondary staff have attended a 6 hour basic skills training course in **Team Teach** (Certification for this course is valid for 36 months). Primary staff completed **Protecting Rights in a Caring Environment (PRICE)** training, a British Institute of learning disabilities (BILD) accredited course which focuses on whole school behaviour management.

The training emphasises positive handling as one part of a whole setting approach to behaviour management. It continually emphasises positive relationships as being the key element, the physical techniques can help to protect and maintain these relationships and have sufficient range and robustness to be appropriate across the age and development range, for both the intentional and non-intentional "challenging" individual.

The techniques provide a gradual, graded system of response commensurate with the situation, task and individuals involved, allowing for phasing up or down as dictated to by the circumstances at the time. The use of force must be reasonable, proportionate and necessary.

There is an emphasis on appropriate and targeted verbal and non-verbal communication. Paraverbal skills matter at all times, it is what you say and how you say it that is important. The aim is for the person to calm down sufficiently so that staff can return the physical control and help find a better way. A calm approach with staff using (Communication, Awareness /Assessment Listening/Looking and Making Safe skills) is expected at all times when managing such situations.

Staff are encouraged to make a risk assessment, both before, during and after any serious incident involving positive handling. Running parallel with this risk assessment is the "duty of care" question they have both to the pupil and themselves.

Where possible, the expectation is that staff will exhaust all behavioural management strategies before they physically intervene. Where and when there is time, the physical interventions should be viewed as a "last resort option". Where a pupil requires repeated physical management, the strategies and techniques should

be planned for and agreed in advance. They should be written out and included in individual behaviour management plans.

Samuel Rhodes staff have also received training in the '**Solihull approach**'. Research has shown that work with infants and young children requires the use of several theories at once.

Solihull approach integrates concepts from different areas; Containment (Psychoanalytic theory), Reciprocity (Child Development) and Behaviour Management (Behaviourism). It provides a framework for thinking about and working with the relationship between the parent and child. Containment and reciprocity underpin attachment, which give a theoretical focus for practical interventions.

Containment describes the process of processing anxiety and emotions so that the ability to think is restored. One practical aspect of this is that the professional actively listens and puts the story together with the parent, before attempting to give any advice or behaviour management. Reciprocity focuses attention on the attunement between the parent and child, enabling the professional to then work with this aspect of the relationship. It is a brief intervention model used by professionals in their individual work with families.

Physical intervention should only be used when all possible options for giving the pupil time and space to regain composure and self-control have been exhausted.

Any physical intervention should be minimal and should only be used on occasions when:

- The pupil poses a real and immediate threat to the physical safety of him/herself and/or other pupils or staff i.e. if the pupil is attempting to hit or otherwise physically harm themselves or another pupil/member of staff. It may be necessary with some younger pupils to use physical intervention to prevent them placing themselves at further risk of harm by running out of school or running away from supervision while out of school.
- An approved method of physical intervention can be used with the certainty of resolving the danger and without causing further or increased risk of physical harm to the pupil (or to other pupils or staff, including the person carrying out the restraint). This means that the responsible adult present must make an immediate assessment of the likelihood with this particular pupil of an attempt at restraining him/her producing an escalation in dangerous behaviour.

More than one responsible adult should be present to assist in the use of physical intervention. It may be necessary or appropriate for a single member of staff to hold a pupil, especially at primary. If this occurs, then the incident should immediately be reported to a member of SLT.

Wherever practically possible, the pupil should be given a loud, clear repeated verbal warning that if they do not stop, physical intervention will be used.

Parents or carers must be informed immediately if physical intervention has been used with their child. This will normally be done by the member of staff involved with the incident directly in consultation with SLT. The incident should be recorded on an incident sheet and in the physical intervention log.

An approved method of physical intervention is one in which the absolute minimum of force is used to secure the safety of the pupil and others.

Pupils may be removed using approved physical means from situations where they are causing a significant threat to other pupils' physical or emotional well-being and where all non-physical methods have been tried and have failed.

http://www.positive-options.com/news/downloads/DfES_PI_Guidance_Extreme_Behaviour_-_July_2002.pdf

Pupils leaving site or away from staff care

All incidents of pupils leaving site or away from our care on school visits should be reported immediately to SLT. The child's parents will be informed straight away, and if appropriate the police informed.

Bullying

Samuel Rhodes School have adopted the following Islington definition:-

Bullying is when someone deliberately hurts another or makes them feel unhappy. Bullying behaviour will be repeated and be difficult to defend against. Bullying may be racist, sexist or homophobic. People can be bullied for any reason; because of the way they look, because of their religion, their age, because of learning or physical disability, where they live, their family, their social class or how well they are doing at school for example.

At Samuel Rhodes School most issues tend to be due to speech, language, communication or social and emotional regulation difficulties so we prefer to use the following Islington definition of Relational Conflict:-

The main difference between relational conflict and bullying is that while bullying will be repeated, relational conflict can occur as a one-off incident perpetrated by strangers or known persons. However, whether incidents are labelled 'Relational Conflict' or 'bullying', the impact can be just as devastating and therefore all reports of such behaviour should be treated seriously. Prejudice motivated bullying and relational conflict refers to all incidents that breach equalities legislation. That is, incidents that can be classified as racist, sexist, homophobic or discriminatory on the grounds of age, disability or religion/belief

Reports of bullying or relational conflict must always be taken seriously, investigated and records must be kept of the investigation. Staff must always act and be seen to protect the victims, and report incidents in writing.

Issues concerning bullying should be included in PSCHÉ schemes of work and should also be considered in the School Council.

Attendance

All class teachers and tutors are responsible for completing the attendance registers twice daily, and for monitoring each pupil's attendance and punctuality.

If a pupil is absent or late with no explanation the parents or carers will be contacted by a member of the administration team to establish the nature of the absence or the lateness. The matter should also be discussed with the pupil themselves.

If the problem persists SLT will arrange a meeting with parents and the child or if necessary an announced or unannounced home visit will be made, standard letters will be sent home, and the Educational Welfare Service will be involved.

Allegations of abuse against staff

Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported. Appropriate disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff.

<http://media.education.gov.uk/assets/files/pdf/d/dealing%20with%20allegations%20of%20abuse%20against%20teachers%20and%20other%20staff.pdf>

Appendix A - Home school agreements

Child's Name.....



Samuel Rhodes School

Home School Agreement



As parents/carers, I/we will:

- ✓ Make sure that my child attends school every day unless ill.
- ✓ Contact the school before 9am if my child is going to be absent or late.
- ✓ Make sure that my child arrives at school by 9am.
- ✓ Support my child in home learning.
- ✓ Get to know the school and be interested in what my child is learning and doing whilst at school.
- ✓ Encourage my child to become more independent.
- ✓ Attend parent meetings, reviews and discussions about my child's progress.
- ✓ Support the school policies and guidelines for behaviour.
- ✓ Inform the school immediately if there are changes in my child's or the family's circumstances, such as change of phone number, address, medication, family difficulties or agencies involved.

Parent's Signature: _____

Samuel Rhodes School will:

- ✓ Welcome parents to the school.
- ✓ Contact the parents the same day if there is a problem with attendance, punctuality or behaviour.
- ✓ Send a weekly report home every Friday.
- ✓ Maintain the school website: www.samuelrhodes.islington.sch.uk
- ✓ Arrange parent meetings to discuss pupil's progress and other issues.



Head teacher's Signature

.....**will**

- ✓ Be kind
- ✓ Listen to staff
- ✓ Try my best
- ✓ Stay calm
- ✓ Ask if I need help
- ✓ Make good choices

Pupil's signature: _____

Together we will:

- ✓ Work towards helping _____ to be an independent adult.
- ✓ Support _____ to do his/her best.
- ✓ Celebrate _____'s achievement.

Date: _____

Child's name.....



Samuel Rhodes School

Home School Agreement



As parents/carers, I/we will:

- ✓ Make sure that my child attends school every day unless ill.
- ✓ Contact the school before 9am if my child is going to be absent or late.
- ✓ Make sure that my child arrives at school by 9am.
- ✓ Support my child in home learning.
- ✓ Get to know the school and be interested in what my child is learning and doing whilst at school.
- ✓ Encourage my child to become more independent.
- ✓ Attend parent meetings, reviews and discussions about my child's progress.
- ✓ Support the school policies and guidelines for behaviour.
- ✓ Inform the school immediately if there are changes in my child's or the family's circumstances, such as change of contact number, change of medication, family difficulties or agencies involved.

Parent's Signature: _____

Samuel Rhodes School will:

- ✓ Welcome parents to the school.
- ✓ Contact the parents the same day if there is a problem with attendance, punctuality or behaviour.
- ✓ Send a weekly report home every Friday.
- ✓ Maintain the school website: www.samuelrhodes.islington.sch.uk
- ✓ Arrange parent meetings to discuss pupil's progress and other issues.



Head teacher's Signature:

.....will

- ✓ Arrive to lessons on time and be ready to work.
- ✓ Follow staff instructions.
- ✓ Speak respectfully to staff and peers.
- ✓ Complete all work and make progress in learning.

Pupil's signature: _____

Together we will:

- ✓ Work towards helping _____ to be an independent adult.
- ✓ Support _____ to do his/her best.
- ✓ Celebrate _____'s achievement.

Date: _____

Appendix B - Behaviour support plan

SRS Individual Behaviour Support plan

Name: _____ **Date of Plan:** _____ **Review Date:** _____
 (Half-termly or after exclusion)

ENVIRONMENTS AND TRIGGERS (that lead to poor behaviour)

-
-
-
-

RISK ASSESSMENT Low/Medium/High (Please circle)

Refusal to follow instructions	Confrontational	Spit	Sexual inappropriateness	Self-harm
Throw items	Slap	Kick	Homophobic	Substance abuse
Grab body part	Punch	Damage to environment	Racist	Weapon

PREVENTION

-
-
-

DIVERSION AND DISTRACTIONS

-
-
-

DE-ESCALATION ✓ TRY X AVOID

Verbal advice/support	Reassurance	Planned ignoring	Success Reminders
Distraction/diversion	Remind of consequences	Humour	Positive handling
Transfer adult	Eye contact	Limited choices	
Firm clear directions	Negotiation	Time out	
Other			

POSITIVE LISTENING, DEBRIEF, RESOLUTION

FAMILY INVOLVEMENT

Copy to: Tutor/KS coordinator/JBR/JK/Staffroom notice board/Pupil file

Appendix C - Resources and links

(listed in the DfE publication :Behaviour and discipline in schools-Advice for headteachers and school staff-Feb 2014)

Associated resources

1. Home school agreements
2. Use of Reasonable Force - advice for headteachers, staff and governing bodies
3. Screening, Searching and Confiscation - advice for headteachers, staff and governing bodies
4. Exclusions Guidance
5. Safeguarding
6. SEN Code of Practice
7. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.

Legislative links

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (England) Regulations 2010

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The Education (Independent School Standards) (England) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012