



POSITIVE MANAGEMENT OF PUPIL BEHAVIOUR POLICY

Reviewed: April 2016
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Signed.....
Jane Naylor Head Teacher

Date

Signed.....
Val Mobberley Chair of Governors

Date

ROUND OAK SCHOOL AND SUPPORT SERVICE POSITIVE MANAGEMENT OF PUPIL BEHAVIOUR

POLICY DOCUMENT

PHILOSOPHY

At Round Oak we believe that to enable pupils and students to acquire knowledge, skills and understanding in a calm, safe atmosphere of consideration and respect for others, we, in partnership with parents and carers, need to empower all our young people to develop a positive self image by:

building self esteem

developing a sense of personal responsibility

establishing an ethos of mutual trust, dignity and respect,

accepting each others differences

taking pride in our learning environment

promoting caring and thoughtful attitudes to enable our pupils to become confident and independent, both as learners and young people in the wider environment

providing a continuum of quality support to meet the individual needs of pupils and staff in Core school

maintaining clear, consistent communication channels with parents and carers.

Our behaviour policy seeks to ensure that our pupils are healthy, safe, enjoying and achieving and making a positive contribution with the outcome in later life of achieving economic well-being.

POLICY

Our whole school policy on positive management of pupil and student behaviour seeks to:

- define clear statements of behaviour which are reasonable, fair and emphasise positive expectations
- enhance self esteem and promote positive self image
- focus on rewards for positive behaviours
- involve all stakeholders (pupils, parents, teachers, professionals, governors) in the establishment of school rules. (see Home –School Agreement).
- make explicit statements about the logical or natural consequences for breaking agreed rules
- encourage pupils to realise that they are responsible for their behaviours and to accept that there are consequences for both positive and negative behaviours
- enable staff to work co-operatively and consistently in establishing good patterns of behaviour throughout the school
- promote awareness and acceptance of the rights and responsibilities of self and others

- promote respect for, and tolerance of, individual differences, including differences of culture and belief
- develop strategies to help pupils, staff and parents to deal with particularly difficult behaviour effectively
- operate a system of behaviour management that is agreed and understood by all stakeholders and recognises student maturation
- create an environment that encourages mutual respect, that will minimise incidences of bullying and raise awareness of what constitutes bullying (see Anti-Bullying Policy)

PROCESS

POSITIVE BEHAVIOUR - REWARDS SYSTEM

Pupils and students will be fully involved in defining and understanding what constitutes positive behaviour and recognising and valuing the presentation of class and whole school rewards. They will share in the development of class and school rules, which clearly detail the positive behaviours we all have a right to expect. School and class rules will begin 'I will (e.g. be polite, listen when others are talking, walk in the corridor etc)

Pupils and students will be given recognition for positive behaviour at every opportunity both in and out of the classroom. This will often be a verbal comment of praise and recognition for good effort, attitude, helpfulness etc but may also take the form of a written comment on work, stars, stickers and other class based systems.

House Points

The primary focus for recognition of positive behaviours is house points. The system is designed to engender team spirit and a sense of corporate responsibility. House points are awarded for good behaviour, work effort, social skills, curricular and extra-curricular attainment. The expectation is that three house points will be awarded every session. This is based on the Olympic theme of Citius (Faster), Altius (Higher), Fortius (Stronger).

Citius – Faster – To settle to work and organise myself
 Altius- Higher – Striving to achieve my best
 Fortius – Stronger To feel 'I can do it' and persevering.

Therefore pupils should attain 9 house points every day. If they achieve this standard they are then entitled to some reward time during the tutor time/ extended literacy session at the end of the day.

House points will be collected weekly by a nominated class. Monday assemblies will announce the winning house team. Staff and Pupils are divided into four houses – Blue, Green, Red and Yellow. There is a mascot for each team colour which is changed in consultation with pupils. Currently house mascots are based on superheroes designed by pupils. Housepoints are recorded on class charts and announced in whole school assembly.

As pupils accumulate their house points, they will achieve merit certificates as follows;

500 House points = Bronze Certificate
 750 House points = Silver Certificate
 1000 House points = Gold Certificate

The house points are recorded on a wall display in the school hall. Awards and certificates are given high status; a presentation copy is taken home by the child and the names of recipients recorded on the weekly newsletter.

Head Teacher's Always Club Award

The Head teacher's Always Club Award rewards two students from each class with a certificate for positive contribution to school life. Students are nominated by staff and are presented with an Always Club Award certificate during the whole school assembly and their achievement is celebrated by all. Every certificate earned is put into a prize draw and at the end of each term, one student from each key stage will win a prize. The prize is an Argos voucher and the winner is drawn from during the termly Achievement Assembly.

NEGATIVE BEHAVIOUR - APPLIED CONSEQUENCES

Pupils will be fully involved in the planning and application of appropriate consequences for negative behaviours so that they are able to develop a true sense of responsibility for misdemeanours. Pupils will be supported in their endeavours to present appropriate behaviours by:

- well planned work/ activities at their level
- positive use of language
- the use of body language e.g. a disapproving look, a quiet comment
- rule reminders using visual reinforcements
- focusing on a positive aspect of work/behaviour
- time out facilities in each classroom
- opportunity to talk about what went wrong and plan for improvements
- timetabled PSHE & C lessons
- access to counselling services
- structured report cards with individualised targets.

Tutor time at the end of each day provides the opportunity for the pupil to reflect on their behaviours of the day. This may be done alone, with appropriate support materials or with a member of the tutor staff.

CLASSROOM SYSTEMS (see Appendix 1)

Please note that there should be flexibility within each classroom – i.e.. mini-management systems and slight adaptations in order to meet pupils' individual needs e.g. green/red light card used by pupils as a non-verbal communication of anxiety or anger.

1. House Points Records:

- a) the daily record charts how many points are gained for the Houses in the course of the week
- b) the class chart records how many points are gained by each pupil – this tally enables staff to work out House certificates and who wins the House Medal (for most points won individually per House per class) at the end of each term.

2. A3 Behaviour Reinforcement Card:

This records initial warning, Yellow Triangle/Card warning (= loss of House Point, name recorded in cumulative record in each classroom), Red Triangle (= loss of 3 House Points, further record, loss of reward time at end of the day). It also records standard expectations of good behaviour and work effort been met (3 ticks per session = 3HP). Visual reinforcement cards are available in each classroom for each stage. The chart is wiped clean at the end of the session/day, so that each pupil has a fresh start after break/lunch or the following day.

3. Blue Card:

Pupils should preferably ask permission to take the blue disc; they may just take it if they are too angry. This is a way of communicating their need to leave the classroom for “Time Out” (for a maximum of 5 minutes). It has a calming down process typed on it.

4. Cumulative records:

All incidents/concerns are recorded on the cumulative record sheets in the class folder by the member of staff, who dealt with the behaviour. Cumulative record sheets are monitored by Assistant Heads. Concerns or positive reports can be shared with colleagues at Behaviour Management Meetings, and with members of the Leadership Team on an as-and-when basis.

5. Report cards:

Stage 1/BLUE

Some pupils may volunteer to have a “Support Report”: they enjoy and/or need constant, structured recognition. Pupils on this stage may still receive House Points. Pupils can self-monitor.

Stage 2/GREEN

Targets at stages 1 and 2 are general ones, 1 for behaviour and 1 for work. Parents/carers can be notified by phone. The report is monitored by tutor staff. Achievement of targets is recorded by ticks. Pupils may still earn house points at this stage. A target of e.g. 10/12 ticks per day is set. If pupils do not reach their target, they spend tutor time reviewing their behaviour. The pupil stays on report for 2 weeks (a guideline only). If he/she has consistently met the daily targets, the report is discontinued. If there is no improvement they should be moved to Stage Three.

Stage 3/AMBER

Report cards are set up with 3, more personalised, targets in negotiation with the pupil. Parents/carers should be contacted at this stage. If pupils achieve less than their target number of ticks for the day, they lose reward time. Pupils may not receive house points whilst on this stage, and should report to the relevant Assistant Head on a daily basis. They may have a personal reward for each week, if they maintain an appropriate level of success, e.g. 4/5 days of target ticks gained. The report is reviewed after 2 weeks and a move to either stage 2 or 4 may be considered.

Stage 4/RED

An Individual Behaviour Plan is discussed with the relevant Assistant Head Stage and parents are invited into school to discuss the situation. If parents do not attend the meeting a letter is sent home, registering concerns and asking for them to monitor the report at home.

Three personalised SMART targets (Specific, Measurable and Realistic Timed) are identified. These targets are recorded on a “Red Report”. As with Stage 3, the pupil is suspended from the House Point system. If the pupil is doing particularly well, or achieving under difficult circumstances, an additional reward could be given. Parents contribute to this by mirroring rewards/sanctions at home. Pupils must report to the Deputy Head Teacher on a daily basis. A Pastoral Support Plan is started.

Stage 5

During a meeting between the teacher, Deputy Head, parents/carers, the pupil in question and, where possible, a Governor, the Pastoral Support Plan (PSP) is agreed. The pupil

remains on the Stage 4 IBP report. Potential rewards and sanctions are increased – at home and at school.

6. Sanctions for Serious Disruptive Behaviours

An after school detention must be arranged by the member of staff who awards the sanction. Parental permission must be confirmed – usually for the day after the misdemeanour, to enable parents / carers to make transport arrangements. In exceptional cases, if an after school detention is not possible, a series of detentions that total 1 hour could be arranged for within normal school time i.e. break and lunchtimes.

(Schools no longer have to give 24 hours notice for a detention. However at Round Oak School, we aim to work in partnership with parents/carers and will still give 24 hours notice if a student has been issued with an afterschool detention).

7. Time Out

Time out can be used in a variety of ways according to the degree of disruption. Each classroom has a quiet area and a buddy class, which can be used for time out. When a pupil does not respond to buddy class time out areas, they are taken to a Quiet Room (one per Key stage). However, sometimes it may be necessary to be away from a normal classroom environment and a quiet room may be required as a consequential sanction. This should be arranged with the relevant Assistant Head for pupil's Key Stage and suitable supervision must be ensured.

8. Serious Incident Report

A serious incident e.g. assault, extreme disruption, use of restraint - is noted on the separate Serious Incident Report, and passed immediately to the class tutor, who in turn passes it on to the Head teacher. A Serious Incident Report is used when a detailed record is deemed to be necessary to support e.g. discussions with the child, parents and professionals, and will always be filled in when restraint has been necessary. Particular child protection concerns are logged on separate record sheets and passed on immediately to the Deputy Head Teacher or Head Teacher.

9. Contact with parents/carers:

A cooperative partnership with parents/carers is desired. Tutors will maintain contact with them throughout the term, reporting positive incidents as well as negative ones, either formally by phone or letter, or on informal occasions, e.g. school gate, after extra-curricular events.

10. Positive Handling Plan:

Please see proforma in Appendix 3. Positive Handling Plans should be written if Team Teach restraint has been necessary 2 times in a period of 6 weeks. The plan must be discussed and finalised in conjunction with parents as part of an Annual Review, a Stage 4 IBP meeting, or at an alternative time. A member of the Leadership Team should be called on to chair any potentially difficult meetings

BREAK AND LUNCHTIMES (see Appendix 2)

The same systems are implemented at break and lunchtimes with incidents of negative behaviours being issued warnings, yellow cards and red cards. Each incident is recorded on the clipboard and acted upon every morning in briefing i.e. which pupils are to stay in that day. Pupils can also be awarded for positive behaviours at break and lunchtime with stickers, which then convert into a Good Citizen's certificate. Specific playtime report cards are available.

PASTORAL SUPPORT PLANS (see Appendix 4)

These are completed by the child's tutor and the relevant Assistant Head of Key Stage, in consultation with the Lead on Behaviour. There is a guidance document and exemplar available. If specialist support has not been sought before then it should be for the PSP. Round Oak has access to many services to provide pupils with the extra support they may need at times of personal difficulty or when they cannot for whatever reason behave in a socially acceptable manner. These include a counsellor, music therapist, child psychologists, in-house group work and the school nurse team. Referrals for these are made through the SENCO/Head Teacher as are those for the specialist services for disability and autism.

EXCLUSIONS (see Appendix 5)

A fixed term exclusion is when a pupil is suspended from school for a set number of days. These will always be used as a last resort and can only be actioned by the Head Teacher, or Deputy Head when the Head is not available.

Permanent exclusions: It is most unlikely that a pupil or student will be permanently excluded from Round Oak. In the event of permanent exclusion appearing to be the only solution, full discussions will take place between the school, parents and/or carers, the LA, and other professionals as appropriate. If the placement at Round Oak is considered to be inappropriate for meeting individual needs a structured approach to securing an alternative educational environment will be found.

MANAGEMENT OF RESTRAINT FOR PUPILS EXHIBITING CHALLENGING BEHAVIOURS

A new provision came into force on 1 September 1998 (Section 550A of the Education Act 1996). This clarifies the powers of teachers, and other staff who have lawful control or charge of pupils, to use reasonable force to prevent pupils committing a crime; causing damage or injury; or causing disruption.

The Act allows all teachers at a school to use reasonable force to control or restrain pupils. At Round Oak, all classroom support staff will be trained in the TEAM: TEACH approach as part of LA policy. Trained staff are authorised by the Head teacher, in line with the requirements of the Act, to use reasonable force to control or restrain pupils. In the same way as teachers, Midday Supervisors will also be authorised to manage children in line with school policies and procedures.

There is no authorisation to use corporal punishment in any circumstances.

Planning for Incidents

The vulnerability of some pupils and students at Round Oak means that they are likely, from time to time, to behave in a way that may require physical control or intervention. In all cases where we know that there is a strong possibility that physical control and/or restraint may need to be used, an individual pupil/student management plan will be written, shared with parents and agreed.

The plans will address:

- managing the pupil/student (e.g. reactive strategies to de-escalate a conflict, holds to be used)

- involving parents/carers to ensure they are clear about what specific action the school might need to take
- briefing staff to ensure they know exactly what action they should be taking
- additional support that can be summoned
- if necessary, medical advice about the safest way to hold a pupil with specific health needs.

Action in self-defence or in an emergency

Everyone has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a pupil were at immediate risk of injuring themselves or on the point of injuring someone else, any member of staff would be entitled to intervene.

Types of incident

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil.

The following three categories have been identified:

Where action is necessary in self defence or because there is imminent risk of injury.

Where there is a developing risk of injury, or significant damage to property.

Where a pupil is acting in a way that is compromising good order and discipline.

Reasonable Force

There is no legal definition of 'reasonable force'. At Round Oak 'reasonable force' may only be used as part of a planned approach to support individual need, when all other strategies have failed, or as an emergency measure,

Always consider the following:

- have other strategies been tried?
- reasonable force is a strategy to support a child in managing behaviour - it is never to be used as a punishment or in anger or frustration
- other than in an emergency, a member of staff should feel in control and able to speak calmly and firmly, using supportive language, to the child exhibiting unacceptable behaviour
- a member of staff using 'reasonable force' should tell the child what they are going to do and why, emphasising that it is the behaviour which is unacceptable not the individual
- When the incident has passed, the member of staff must 'repair and rebuild' their relationship with the child.

Practical Considerations

Before intervening physically a teacher should, whenever practicable, tell the pupil who is misbehaving to stop, and what will happen if he/she does not. The teacher should continue attempting to communicate with the child throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and teachers and other authorised staff should never give the

impression that they have lost their temper, or acting out of anger or frustration, or to punish the pupil.

Sometimes it is unsafe for a member of staff to intervene in an incident without help. For example, when dealing with an older pupil or a physically large pupil, or with more than one pupil, or if the teacher believes he or she may be at risk of injury. In such circumstances the adult should remove other pupils who might be at risk and summon the support of colleagues. In an extreme circumstance it may be necessary to call the police. The member of staff should inform the pupil/s that help has been summoned and continue to try to defuse the situation verbally, and try to prevent the incident escalating.

Application of Force

Physical intervention might involve staff:

- physically interposing between pupils
- blocking a pupil's path
- holding
- pushing
- pulling
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back or
- (in extreme circumstances) using more restrictive holds

Except in extreme circumstances, where for example a child's life is at risk, staff should **not** act in a way that might reasonably be expected to cause injury, for example by:

- holding a pupil around the neck, or by the collar, or in any other way that might restrict breathing
- slapping, punching or kicking a pupil
- twisting or forcing limbs against a joint
- tripping up a pupil
- holding or pulling a pupil by the hair or ear
- holding a pupil face down on the ground

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

Recording and reporting incidents

It is important that an incident report is completed for any occasion when 'reasonable force' has been used (except minor or trivial incidents).

Immediately following an incident the Head or senior member of staff should be informed. The Head should always be informed as soon as is reasonable after the incident.

Staff should keep a copy of the report and, for serious incidents, may wish to inform their professional association.

A parent or carer must be informed when a member of staff has used any form of physical intervention. A standard letter is available and must be used.

IMPORTANT

‘The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.

The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force use should always be the minimum needed to achieve the desired result.’ (from Section 550A of the Education Act 1996 10/98).

Complaints

Staff should keep to the school policy and practices and parents should always be informed of an incident, other than the trivial, to minimise the possibility of complaints.

A dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the police and social services department under child protection procedures.

Following school policy and guidelines will ensure that any risk of complaints is kept to an absolute minimum.

Power to search pupils without consent

The Headteacher and authorised staff have the power to search for the following “prohibited items”:

- Knives and weapons
- Alcohol
- Illegal Drugs
- Stolen items
- Tobacco
- 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.

Although the school has a legal entitlement to search for the above items, it may not always be the best course of action. A better, alternative option maybe to call the police and ask an officer to carry out the search instead.

Racist Reporting

At Round Oak, we aim to deal with all forms of racist behaviour. Racist language, attitudes and behaviour are positively challenged and staff and children feel confident and able to question the use of stereotypes and prejudices. In light of this, racism, in any form, will not be tolerated. The head teacher will monitor and record any incidences of racism and report annually to the local authority.

Prejudice Related Recording

At Round Oak we aim to deal with all forms of prejudice related behaviour e.g. religious, homophobic or disability based bullying. We will record any prejudice related incidences and use it to inform our focus for Assemblies, Guest speakers, 'Thought of the Week' and other activities to tackle the negative beliefs.

Allegations of abuse against staff

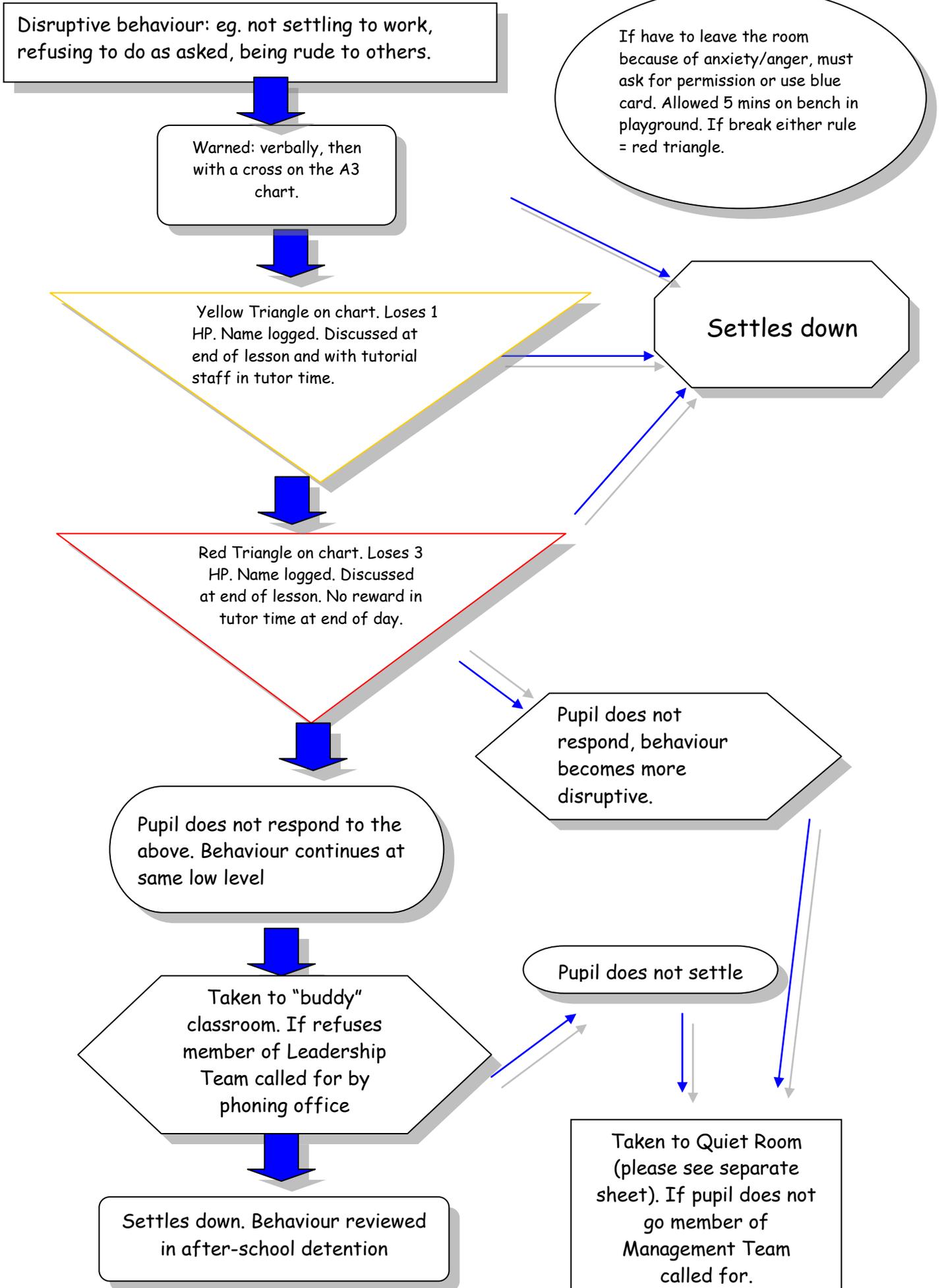
Any allegation made against a member of staff will be investigated in a quick, fair and consistent way that provides effective protection for the child and supports the person who is subject to the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated. Suspension will not be an automatic response when an allegation has been made.

In all cases, the Head teacher will consult HR at the Local Authority. Any malicious accusation will be dealt with on a case by case basis and involve the staff member and/or parents as appropriate.

Information to support supply staff or regular classroom visitors

- The policy document should be read by all staff, professionals and other adults working regularly with our children. The Deputy Head will maintain a copy for this purpose.
- Supply staff, professionals and other adults are expected to follow the systems employed at Round Oak.

Appendix 1



QUIET ROOM PROCEDURE

A box will be available in each Quiet Room (and also some resources in each class for time out or tutor time review session) including:

- paper, pencils etc
- wordsearches etc
- checklist
- voice recorder (if appropriate)
- cumulative record-sheets/ incident forms
- summary of Edwin Hammill's key phrases (See Appendix 6) laminated for staff to refer to
- laminated "Which Rule Have I Broken" sheet, whiteboard pen, daily evaluation sheets.
- Cushions

Pupil has not responded to being sent to Buddy Classroom/ Colleague/quiet area

Pupil is behaving in an extreme manner: aggressive/ threatening/ abusive - Serious Incident Form

Taken to Quiet Room

- allow to calm down / hit cushions
- distract with other topics of conversation or encourage them to explain reasons for anger
- focus them on a task
- read through Edwin Hammill's word phrase prompts/ think carefully about what you are going to say
- ensure pupil is regularly checked on, & that this is recorded on the Quiet Room Grid
- using "Which Rules Have I Broken" and/or "Daily Evaluation" sheets, counsel pupil
- allow to complete task, and log on serious incident form/cumulative record - as appropriate
- once pupil has calmed down return him/her to the classroom

Pupil calmly settles to classroom work. Serves an after school detention and loses reward times.

Pupil does not settle. Senior member of staff called for - as appropriate. Pupil withdrawn in quiet room for rest of day/ pupil suspended and parents informed.

CITIZENS' CHARTER

As a citizen of Round Oak School you have the right to learn to the best of your ability. You do not have the right to stop others learning.

REMEMBER:

1. If you disrupt a lesson e.g. not settling to work, refusing to do as asked, being rude to others you will be warned.



If you do not settle, you will be shown the **YELLOW CARD**. Your name will be noted in the class file and you will lose a house point. You will discuss your behaviour.



If you continue to disrupt the lesson you will be shown the **RED CARD**. Your name will be noted in the class file again, you will lose all three house points and your reward at the end of the day. During tutor time you will review the day with a teacher and decide ways to make things better.

2. If you want to leave the room, you must ask permission or use the **BLUE CARD**. You are allowed 5 minutes on the bench in the playground. If you break either rule, you will be shown the **RED CARD**.

CITIZENS' CHARTER for PLAYTIME*

As a citizen of Round Oak School you have the right to feel safe and happy. You do not have the right to stop others feeling safe and happy.

REMEMBER:

If you disrupt playtime e.g. refusing to do as asked, being rude to others you will be warned.

↓
If you do not cooperate, you will be shown the **YELLOW CARD**. Your name will be noted on the clipboard and you will lose a house point.

↓
If you continue to disrupt playtime you will be shown the **RED CARD**. Your name will be noted on the clipboard, you will lose all three house points and you will lose playtime the next day.

Repeated disruptive behaviour at playtime will mean that you will lose playtime for a longer period.

*Playtime = before school, break and lunch.

For playtime staff.

What is a warning, yellow card and red card for?

- Bullying: verbal,
physical,
getting someone else to do the bullying
- Out of bounds
- Ignoring staff
- Repeated use of abusive language/swearing
- Dangerous behaviour: climbing trees
throwing things
fighting
- Damage to property.

Most behaviour at playtime can be dealt with using this graduated approach. At times it may be necessary to bypass the warning and yellow card stage and go straight to red. In such cases the degree of offence should be taken into account. Physically hurting another pupil would be an immediate red card. Going out- of- bounds while playing a game of tag can be given a warning; however repeatedly and deliberately going out of bounds and ignoring staff is a red card. It is extremely important to be fair. Listening to all sides and consulting other staff will help to do this. If pupils do not settle down after red card, take them inside to the hall immediately. Call for help if they refuse! Remember our TEAM TEACH training has directed us to avoid restraint wherever possible and use other ways of resolving conflict!

Appendix 3.

**ROUND OAK SCHOOL & SUPPORT SERVICE
POSITIVE HANDLING PLAN**

Name:

D.O.B:

Term: Autumn

Year: 2014

	Stages of Crisis and Signs of agitation		Staff intervention
0	Calm and on task	0	
1		1	.
2		2	.
3		3	.
4		4	

Possible triggers:

Description of Behaviours

Any Key Phrases /Strategies (including any topics to be avoided, and any "bridge builders"):

Medical Conditions (eg. asthma, brittle bones):

Any care to be provided following incident:

Notifications required:

Signatures:

Date: _____

Date: _____

Date: _____

Appendix 4.

Appendix 5.

Round Oak School: Exclusion Guidelines

At Round Oak School, we always assess serious incidents individually, bearing in mind the student's personal circumstances, any provocation etc.

We will always take into account the cognitive ability of a pupil when assessing an incident. Incidents may be dealt with more severely where, for example, a more vulnerable student has been targeted or where there is intent to harm, even if actual harm is not caused.

However, as a guideline:

Incident	Sanction	Interventions
Swearing at student/ staff Racist/ homophobic abuse Name-calling/ put-downs related to gender, sexist, sexual, family background etc.	A minimum of a red card (all racist/ homophobic abuse to be reported to JN) up to one day of exclusion	Log in cumulative records Report to relevant Assistant Head Complete serious incident form Racist (legal requirement)/ homophobic abuse reported to Head teacher Individual behaviour report card for repeat offences Tutor time discussion/ debrief regarding consequences of verbal abuse (to self and others) Assembly/ visitors from Gay, Lesbian and Transgender groups or relevant group to aid understanding Support offered to 'victim' Phonecall home
Significant and prolonged disruption to learning	A minimum of $\frac{1}{2}$ day isolation up to one day of exclusion	Log in cumulative records Report to relevant Assistant Head Complete serious incident form Individual behaviour report card and/ or visual cues/ social stories Tutor time discussion/ debrief regarding consequences of behaviour (to self and others) Positive Handling Plan Pastoral Support Plan (for multiple offences) Phonecall home and follow-up calls to report progress Referral to counseling/ therapy services
Sustained bullying (non-physical e.g. name calling, purposefully leaving others out etc.) Significant purposeful damage to property Dangerous behaviour e.g. throwing a chair/ pair of scissors with or without intent to harm Minor assault (a single push, hit or kick) on staff or student A fight between 2 students Serious verbal threats of violence.	First offence: one day of isolation Further offences: A minimum of one whole day of exclusion (+ the rest of the day on which the offence occurred)	Log in cumulative records Report to relevant Assistant Head Complete serious incident form Individual behaviour report card and/ or visual cues/ social stories Tutor time discussion/ debrief regarding consequences of behaviour (to self and others) Positive Handling Plan Phonecall home and follow-up calls to report progress Referral to counselling/ therapy services PCSO visit (check Youth Offending Team input out of school)

<p>Targeted/ prolonged/ major e.g. head-butt, punch in the face, kick in groin, use of a weapon (opportunistic, not planned) assault on staff or student with intent to harm. Sexual assault e.g. touching another person/ making another person touch them without consent</p>	<p>A minimum of two days of exclusion (+ the rest of the day on which the offence occurred) Post-exclusion meeting with student, parents and staff Optional PCSO visit</p>	<p>Log in cumulative records Report to relevant Assistant Head Complete serious incident form Individual behaviour report card and/ or visual cues/ social stories Tutor time discussion/ debrief regarding consequences of behaviour (to self and others) Positive Handling Plan Phonecall home and follow-up calls to report progress Referral to counselling/ therapy services/ CAMHS PCSO visit (check Youth Offending Team input out of school) Pastoral Support Plan CAF meeting called Refer for SIBs Part-time timetable</p>
<p>Bringing a weapon to school, or making a weapon at school with intent to harm. Bringing to school/ using drugs</p>	<p>Reported to police Exclusion for a minimum of two days (+ the rest of the day on which the offence occurred) Possible long-term exclusion pending managed move</p>	<p>Log in cumulative records Report to relevant Assistant Head Complete serious incident form Individual behaviour report card and/ or visual cues/ social stories Tutor time discussion/ debrief regarding consequences of behaviour (to self and others) Positive Handling Plan Phonecall home and follow-up calls to report progress Referral to counselling/ therapy services/ CAMHS PCSO visit (check Youth Offending Team input out of school) Pastoral Support Plan CAF meeting called Invite drug abuse counsellors into school Complete drug-related incident form Part-time timetable</p>

Appendix 6.

Edwin Hammill's key phrases:

PRINCIPAL OBJECTIVE:
If I were having this experience right now,
what would I be feeling?

You feel because

e.g. You seem confused by this situation.

You seem to feel rejected by.....

You sound very upset because you feel unfairly treated.

You are fed up because of what happened.

You are disappointed

When youI feel, because

*e.g. When you run away I feel scared because we
can't keep you safe.*

When you call names, I feel sad because it is hurtful.

*When you throw, I feel concerned that you may hurt
someone or break something.*

*When you pick up the chair like that I feel scared because
you may hurt yourself.*

REMEMBER POSITIVE REINFORCEMENT!

e.g. Thank you!

Listening to pupils experiencing anxiety/ behaving disruptively.

When working with pupils who are unsettled or disruptive, it is easy to get involved in conversations, (sometimes because we feel it may lead to CP disclosures). However minute, factual details do not help, as the pupil inevitably “goes off on one”, confuses events or simply shuts up. By employing simple counselling techniques we have a genuine chance of resolving difficulties and helping the child to “open up”.

Remember listen and get the child to work it through!

1. Try not to use what/when/where/who or did/do ... questions. These are direct questions and can lead to embroiled, factual and often irrelevant details. Use open questions, like how/why.
2. Avoid “should”, try “could”, i.e. don't say “What should you have done (on the playground)?”, say “What could you have done ...?”
3. Briefly repeat what they have described (paraphrasing).
4. Encourage them to focus on themselves and their feelings e.g. How did that make you feel? (reflecting meanings).
5. Reflect back to the pupil what they are expressing e.g. So you're feeling ... because ...? (reflecting meanings).
6. After employing above techniques summarise what was said to check you have listened and that pupil has said everything wants to (summative reflection).

1. PRINCIPAL OBJECTIVE: If I were having this experience right now, what would I be feeling?

Bill Rogers' Tips.

Prevention:

Make expectations clear and stick to them.

Classroom contract - developed and agreed by whole class.

Display contract and refer to it at beginning of lesson and afterwards as necessary.

Don't focus on the black dot!

Positive correction:

Look for things to praise but they must be real.

Acknowledge when pupil doing right thing.

Only react to behaviours that disturb the lesson or serious like bullying.

Don't say anything if a visual prompt will do e.g. point to chair

Don't question behaviour e.g. "Why are you out of your seat?"

State the behaviour e.g. "You are out of your seat."

Use the pupil's name.

Don't say "should", use "could".

Ignore secondary behaviours i.e. pupils' reactions to staff.

Partial agreement in response to secondary behaviours.

Give choice referring to rules.

Give the pupil time to do the right thing.

State when you are feeling angry BUT focus on behaviours not the person.

Consequences:

If you have to, move to "time-out" space, where should have work for pupil to a/ distract and calm, b/ work through behaviour.

Self evaluation important.

Repair and rebuild:

Follow up all behaviours - primary and secondary.

Community service task as pay-back.

Pupil must be spoken to afterwards a/ to go through events and enable teacher/pupil to rebuild relationship, b/ pick up on the secondary behaviours.

Give pupil right to reply.

Use counselling language/allow pupil to express their feelings.

Make clear consequences of behaviour if happens again and follow through.

New start - smile, chat.

Reward for maintaining/improving positive behaviours.