



Positive Management of Pupil Behaviour Policy

Reviewed: Spring 2018

Next Review: Spring 2021

Signed.....*K Stevens*.....

Kate Stevens - Head Teacher

Date ..*14-3-18*.....

Signed.....*[Signature]*.....

Governor

Date ..*26/04/18*.....

ROUND OAK SCHOOL POSITIVE MANAGEMENT OF PUPIL BEHAVIOUR

As stated in the Equality Act 2010 – schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

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

We will always take into account the cognitive ability of a pupil when assessing an incident.

SCHOOL ETHOS

Round Oak School is committed to empowering all students to become as independent as possible. We achieve this by creating a safe, nurturing and supportive environment that values learning and cultivates confident responsible future citizens. We work collaboratively with parents, carers and outside agencies to ensure that our students leave Round Oak School with the necessary knowledge and life skills to be a valuable member of society and lead a healthy, happy and fulfilling life.

We do this by:

- Building self-esteem.
- Developing a sense of personal responsibility.
- Establishing an ethos of mutual trust, dignity and respect.
- Accepting each other's differences.
- Taking pride in our learning environment.
- Promoting caring and thoughtful attitudes to enable our students 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 each student.
- Maintaining clear, consistent communication channels with parents and carers.

We have high expectation of student and staff behaviour and expect everyone to treat each other with dignity, care and respect. This can be seen on a daily basis and visitors frequently remark on the warm and positive atmosphere which pervades the whole school.

In 2014, the Department for Education (DFE) issued guidance on developing a school's behaviour policy and best practice for managing behaviour.

KEY POINTS IN THE DFE GUIDANCE

- Teachers have the power to discipline pupils for their misbehaviour which occurs in school and sometimes out of school.
- The power to discipline applies to all staff (unless the head teacher decides otherwise) with responsibility for pupils such as teaching assistants.
- Head Teachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under s175 of the Education Act 2002, requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

PROMOTE GOOD BEHAVIOUR, SELF-DISCIPLINE AND RESPECT

Good behaviour, self-discipline and self-respect are embedded into the curriculum and frequently discussed during tutor times and promoted in whole school assemblies.

Staff are expected to model the behaviour they would like from students. This includes the way in which staff and volunteers speak to students and each other. A positive, respectful and encouraging tone should be used at all times.

Where it is necessary to challenge inappropriate behaviour or to get students' attention, it is reasonable for staff and volunteers to raise their voices and/or use an authoritative tone. However, it is not appropriate for employees/volunteers to shout at students habitually or speak to them disrespectfully. (Refer to Staff code of Conduct, section 7).

Students should be encouraged to be as independent as possible in managing their own behaviour, with the ultimate aim for all students to be able to self-regulate. Students should be reminded of the choices they can make should difficulties arise.

POSITIVE BEHAVIOUR – REWARDS SYSTEM

Each class implements their own reward and sanction system for the whole class and particular individuals as appropriate.

Such systems could include:

- Class dojo.
- Marbles in a jar.
- Points on a class chart to earn extra free time.

Classes have individual systems as appropriate, recognising that we are preparing young people for colleges and workplaces where reward systems will not operate.

Where sanctions are issued they should be appropriate and restorative e.g. student who has deliberately thrown something on the floor should be asked to pick it up.

HOUSE POINT SYSTEM

- The House point system is designed to engender team spirit and a sense of corporate responsibility and is linked directly to the delivery of Core British Values at Round Oak School.
- Each Assistant Head Teacher is allocated to a house and is responsible for coordinating inter-house activities and supporting house assemblies.
- Houses are named after colours.
- House points can be awarded for behaviour, work or social skills with a particular focus on democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs. Posters are displayed around the school highlighting how students can demonstrate these values in their everyday conduct around the school.
- No more than 3 house points may be awarded in any lesson.
- These should be awarded for exceptional work, behaviour or social skills.
- Students are placed in a house at the start of each year to ensure an equal spread of houses in each class group.

- House points are collected and recorded by class team, with the elected student counsellor responsible for submitting weekly totals every Monday morning.
- House Points must never be removed as a punishment or sanction for poor behaviour.
- At the end of year the winning house gets a treat like a picnic in the park.

PREVENTING BULLYING

Warwickshire's definition "When a person's or groups of people's behaviour, over a period of time, leaves someone feeling one or more of the following:

- Physically and/or mentally hurt or worried.
- Unsafe and/or frightened.
- Unable to do well and achieve.
- "Badly different", alone, unimportant and or unwanted.
- Unable to see a happy and exciting future for yourself.

It could be bullying. When a person or group of people, have been made aware of the effects of their behaviour on another person and they continue to behave in the same way - this is bullying.

Bullying can be physical, verbal, relational (eg telling stories or spreading gossip) or online (via phones, internet and social media).

Student behaviours are monitored and recorded by class teams via cumulative records which are, in turn monitored by middle leaders and AHT (Pastoral).

Students causing concern are a rolling agenda item for SLT minutes. Negative patterns of behaviour are quickly identified and tackled and interventions are put in place to support all parties. E.g. referral to school counsellor, structured attendance of lunch times clubs, alternative break times and alternative break time space (sensory garden). In more persistent cases, school will invite parents and carers to work alongside us in addressing and preventing future incidents and seek positive solution for all parties involved.

As many of our students have communication difficulties, it is vital that staff use a variety of communication methods to support teaching students a better way as well as imposing sanctions for poor behaviour.

In case incidents of bullying have not been picked up via the school's monitoring system there is a "Here to help" box in the main school corridor where students can anonymously report anything they find concerning. There is also a post box outside the nurses' room where students can anonymously report concerns. These are regularly checked by the Pastoral Assistant and Assistant Head (Pastoral) (Anti-bullying policy).

STUDENT SUPPORT SYSTEMS

Students are taught about bullying and friendship issues, including online behaviours during PSHE and RSE lessons. Protective Behaviours education also teaches students how to recognise early warning signs or anxiety within themselves as well as procedures to follow if they witness or experience bullying or if they feel unsafe.

There are numerous opportunities for students to take on leadership roles both formally and informally in school to boost their self-esteem. School council members are elected annually

and are a vital part of the school's decision making process. Fab Fridays, and the focus on employability provides opportunities for students to lead and participate in a diverse range of learning experiences.

QUIET ROOMS

There are three quiet rooms in school which students may choose to access in order to calm down. Ideally students will self-manage by taking themselves there, on occasion staff may need to direct a student or take them there. The purpose of the room is calming, not punishment. They are low arousal, quiet safe spaces which ideally support students to independently self-regulate. Quiet rooms can be requested verbally, non-verbally or by the use of a blue card (see Appendix. 2). Quiet room doors at Round Oak School, do not have locks.

NAHT Guidance Jan 2017: *It is an offence to lock an individual in a quiet room without a court order except in an emergency for example, where the use of a locked room is a temporary measure while seeking assistance. However, the safety of the individual is paramount and it would be important to observe the pupil while assistance is being sought and to avoid extended periods of time because this practice restricts the liberty of the pupil. NAHT would advise that the employer must be consulted prior to the use of this practice.*

OTHER AGENCIES TO SUPPORT BEHAVIOUR

When a pupil's behaviour is frequently challenging, other sources of support may be sought.

This could include:

- Early help.
- Social Care.
- SIBS referral.
- Educational Psychology.
- Occupational Therapy.
- CAMHS.
- Staff should pass all concerns to SLT if they feel this support is needed.

1. REPORT CARDS : To be relaunched

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 form tutor 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 Assistant Head of Pastoral 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 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.

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.

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 Pastoral Hub.

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.

PERSONAL IMPROVEMENT PLAN

Please see proforma in Appendix 4. Positive interventions.

A PIP 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

The same systems are implemented at break and lunchtimes.

PASTORAL SUPPORT PLANS

These are completed by the child's tutor and Head of Department. 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 School 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, educational psychologists, carers, in-house group work and the School Nurse Team. Referrals for these are made through the Pastoral Hub as are those for the specialist services for disability and autism. In house referrals made through Assistant Head Support Service.

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 School. 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 School is considered to be inappropriate for meeting individual needs a structured approach to securing an alternative educational environment will be found.

It is discriminatory to exclude a student for its special need for example high anxiety resulting from autism or any other disability.

STUDENT BEHAVIOUR OUTSIDE OF THE SCHOOL

Staff at Round Oak School have the power to discipline students for misbehaviour outside school. This may be necessary in the case of bullying or internet misuse. In such cases, parents are always sought for support.

In all cases a teacher will only discipline a student when the pupil is on school premises or under the lawful control of a teacher.

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 School, 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 School 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. Staff will always de-escalate before any physical intervention is used.

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 School '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, dynamic risk assessment.

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. A thorough debrief must take place.

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

All permanently employed Round Oak School staff receive appropriate training which allows them to make a dynamic risk assessment and deal with incidents appropriately. As a school we aim to use de-escalation in the majority of situations.

- Physical intervention might involve staff: www.teamteach.co.uk
- Physically interposing between pupils.
- Blocking a pupil's path.
- Holding.
- Guiding 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.

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 Teacher or senior member of staff should be informed. The Head Teacher 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 Head Teacher 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 may be to call the police and ask an officer to carry out the search instead.

RACIST REPORTING

At Round Oak School, 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.

PREJUDICE RELATED RECORDING

At Round Oak School 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.

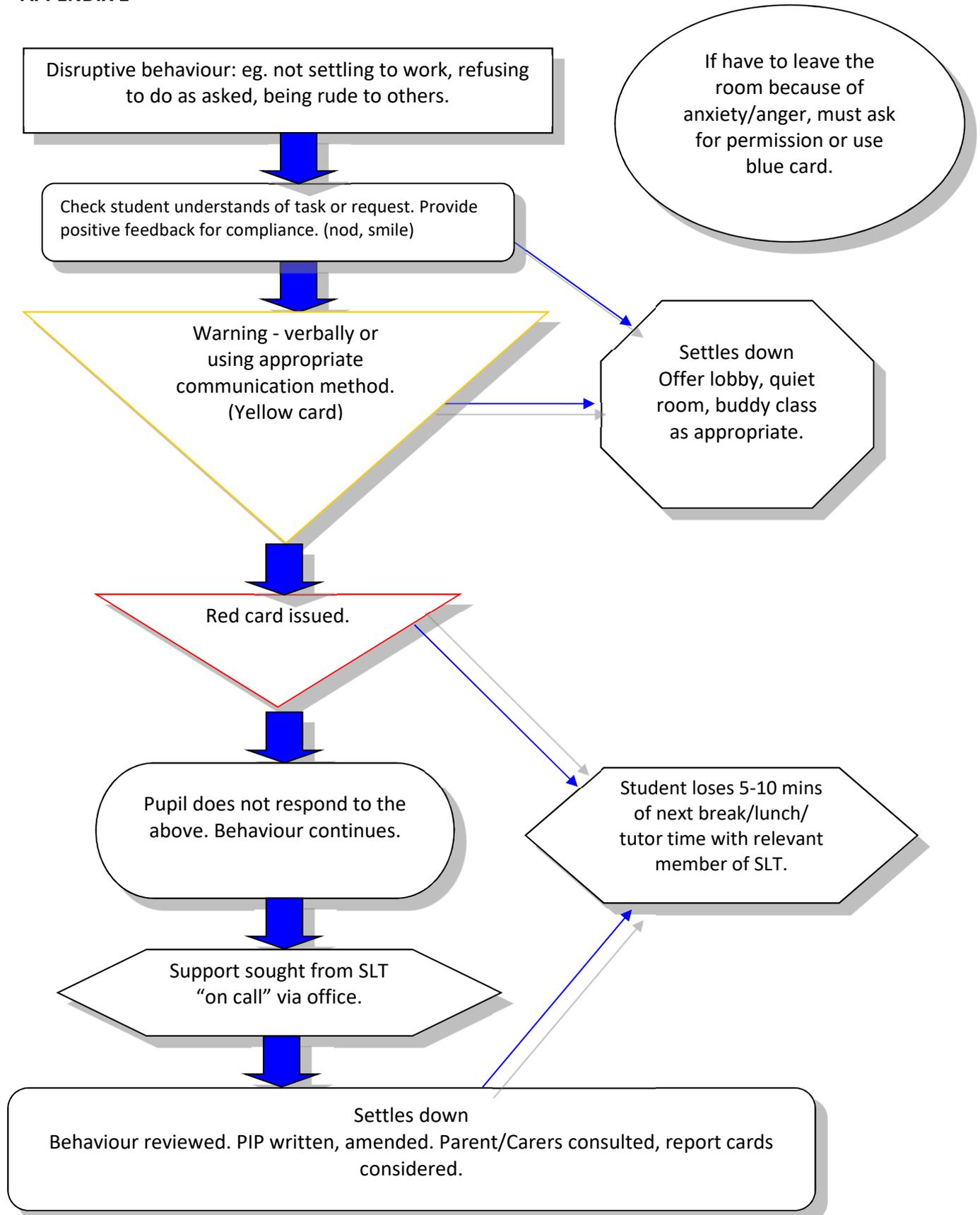
In all cases, the Head Teacher will consult HR at the Local Authority. Any malicious accusation will be dealt with on a case by case basis and involve the staff member and/or parents as appropriate.

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 School.

APPENDIX 1



APPENDIX 2

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.
- Word Searches 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, and 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

Staff should keep student within sight and use some of the following as appropriate:

- Allow to calm down.
- Distract with other topics of conversation or encourage them to explain reasons for anger (refer to snap shots for individual strategies/ what works).
 - Focus them on a task (if appropriate).
- Read through Edwin Hammill's word phrase prompts/ think carefully about what you are going to say.
 - Allow to complete task.
- 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.

Pupil does not settle. Senior member of staff called for – as appropriate. Pupil withdrawn in quiet room for rest of day/ pupil 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 or being rude to others you will be warned and given help to do the right thing.



If you do not settle, you will be shown the **YELLOW CARD**. You will be offered help to do the right thing.



If you continue to disrupt the lesson you will be shown the **RED CARD**. You will lose some of your break, lunch or tutor time to review what has happened 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 or being rude to others you will be given a warning and offered help to do the right thing.

↓
If you do not cooperate, you will be shown the **YELLOW CARD** and offered help and support to do the right thing.

↓
If you continue to disrupt playtime you will be shown the **RED CARD** and lose the right to have playtime outside for a period of time.

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 4

**ROUND OAK SCHOOL & SUPPORT SERVICE
PERSONAL IMPROVEMENT 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 5Round 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 the Head Teacher) 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'. Phone call home.
Significant and prolonged disruption to learning.	A minimum of ½ 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). Phone call home and follow-up calls to report progress. Referral to counselling/ therapy services.
Sustained bullying (non-physical e.g. name calling, purposefully leaving others out etc.). Significant purposeful damage to property.	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	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. Phone call home and follow-up calls to report

<p>Dangerous behaviour e.g. throwing a chair/ pair of scissors with or without intent to harm.</p> <p>Minor assault (a single push, hit or kick) on staff or student.</p> <p>A fight between 2 students.</p> <p>Serious verbal threats of violence.</p>	<p>occurred).</p>	<p>progress.</p> <p>Referral to counselling/ therapy services.</p> <p>PCSO visit (check Youth Offending Team input out of school).</p>
<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.</p> <p>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).</p> <p>Post-exclusion meeting with student, parents and staff.</p> <p>Optional PCSO visit.</p>	<p>Log in cumulative records.</p> <p>Report to relevant Assistant Head.</p> <p>Complete serious incident form.</p> <p>Individual behaviour report card and/ or visual cues/ social stories.</p> <p>Tutor time discussion/ debrief regarding consequences of behaviour (to self and others).</p> <p>Positive Handling Plan.</p> <p>Phone call home and follow-up calls to report progress.</p> <p>Referral to counselling/ therapy services/ CAMHS.</p> <p>PCSO visit (check Youth Offending Team input out of school).</p> <p>Pastoral Support Plan.</p> <p>CAF meeting called.</p> <p>Refer for SIBs.</p> <p>Part-time timetable.</p>
<p>Bringing a weapon to school, or making a weapon at school with intent to harm.</p> <p>Bringing to school/ using drugs</p>	<p>Reported to police.</p> <p>Exclusion for a minimum of two days (+ the rest of the day on which the offence occurred).</p> <p>Possible long-term exclusion pending managed move.</p>	<p>Log in cumulative records.</p> <p>Report to relevant Assistant Head.</p> <p>Complete serious incident form.</p> <p>Individual behaviour report card and/ or visual cues/ social stories.</p> <p>Tutor time discussion/ debrief regarding consequences of behaviour (to self and others)</p> <p>Positive Handling Plan.</p> <p>Phone call home and follow-up calls to report progress.</p> <p>Referral to counselling/ therapy services/ CAMHS.</p> <p>PCSO visit (check Youth Offending Team input out of school).</p> <p>Pastoral Support Plan.</p> <p>CAF meeting called.</p> <p>Invite drug abuse counsellors into school.</p>

		Complete drug-related incident form. Part-time timetable.
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It is unlawful to exclude due to a child's special need. Each case is treated individually.

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 is 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.