CARWARDEN HOUSE COMMUNITY SCHOOL

BEHAVIOUR POLICY

including Restraint / Restrictive Intervention

Reviewed bi-annually by HT

Adopted by Board of Trustees: November 2023

Due for Review: September 2025

Signed Chris Hamilton
Chair of Trustees

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Policy Statement

All stakeholders at Carwarden House Community School have developed a shared vision that drives everything that we do:

Learning for Life, Independence and Employment

Our curriculum is specifically designed to support this vision.

Staff at Carwarden House Community School actively promote a positive climate for learning in everything that they do. They understand that their body language, tone of voice, facial expressions and methods of communication are critical in promoting the highest standards of behaviour, as is a clear understanding of each individual student and their particular special educational needs. Staff are also clear that high quality planning, teaching and assessment are key to ensure that students feel settled in school and are able to experience a sense of success, progress and achievement.

At Carwarden House we communicate our minimum standards through our **Code of Conduct**:

Code of Conduct – Classroom (Learn)

- **Listen to staff and each other**
- **Enter the classroom ready to learn**
- **Arrive on time**
- **Respect everyone in the class**
- **Now!!! Enjoy your lesson**

Code of conduct – (Break)

- **Behave sensibly**
- **Respect our buildings and environment**
- **Everyone has the right to be safe**
- **Adults are here to help**
- **Keep our language respectful**

We have developed a Community Charter (appendix) which outlines clear and agreed expectations of how staff will behave towards each other to ensure the best possible learning outcomes for our students.

Statement of Principles

Introduction

The Trustees of Carwarden House School have a firm commitment to ensuring excellent standards of behaviour (Behaviour for Learning) to allow effective teaching and learning to take place for all students. In setting and aspiring to maintain the highest possible standards, the Trustees support the Headteacher and staff by ensuring all legal requirements to secure positive behaviour are implemented. This set of principles is part of the guidance and support given by the Board of Trustees to the Headteacher in the maintenance of good discipline.

General Principles

- We aim to be a positive & caring community, working together to inspire and empower all our students to achieve their full potential whatever their race, gender, class or abilities.

- Consistently high standards of behaviour for learning from all students is essential to the fulfilment of this aim. Good behaviour promotes effective learning and effective teaching & learning promotes good behaviour.

- We believe in a culture of respect for each other, the school and the community and in the importance of self-esteem, confidence, resilience and taking responsibility for our actions.

- It is important to involve parents, carers and students in establishing and maintaining good behaviour and to provide positive role models in our staff and Trustees.

- We strongly believe in the principles of equal opportunities and value cultural diversity.

- We will not tolerate bullying, violence, sexual harassment, foul or abusive language, racism or sexism or any form of discrimination against any student, member of staff, parent, carer or visitor to the school.

- We expect that appropriate rewards and sanctions will be used to secure positive standards of behaviour for learning throughout the school. The school has developed a clear system of rewards and sanctions which are applied consistently.

- We have a responsibility and desire to support those students with social, emotional and mental health (SEMH) needs to enable them to be educated with their peers wherever possible and appropriate.

- We endorse the school's behaviour policy and undertake to monitor its effectiveness and to support staff in its implementation.

- We are committed to ensuring that teachers can teach and students can learn in an atmosphere of respect, security and enthusiasm.

This policy has been developed recognising our students' highly individual needs and to ensure that, in the policies implementation we are not discriminatory. In particular, we acknowledge that students have varying levels of understanding and abilities to communicate.

Trustees expect that the behaviour policy will be followed at all times when students are on the school site and whenever they are involved in off-site activities.

The Behaviour Policy should be read in conjunction with the following policies

- Anti-Bullying
- Equal Opportunities
- Special Educational Needs
- Safeguarding & Child Protection
- Complaints
- Uniform
- Use of Force by Staff to Control / Restrain

Staff at Carwarden House Community School have the right to regulate student behaviour and to impose disciplinary sanctions when students fail to observe the school Code of Conduct or other expectations in relation to the safety & well-being of others. The school seeks to work in partnership with parents/carers at all times and expects them to support the school in creating a calm, ordered environment where teachers can teach and students can learn. All parents/carers are required to sign the Home/School Agreement when their child starts at Carwarden House Community School and in doing so agree to support the school in the implementation of the Behaviour and Discipline Policy.

Bullying & Sexual Harassment

Carwarden House Community School is determined that all students should feel safe and happy at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying or sexual harassment. Please refer to the School Safeguarding & Child Protection and anti-bullying policies.

Behaviour out of School

Students are expected to uphold the excellent reputation of the school whenever they are out of school, whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Students may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

Carwarden House Community School cannot be responsible for student behaviour when they are out of school (not supervised by school staff) but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve Carwarden House Community School students.

School Rules

- Students are expected to respect the authority of all adults working within the school and to comply with their requests and follow instructions promptly. Students are expected to always show respect to their peers and to visitors to the school.

- Students are expected to follow the school Code of Conduct. The Code of Conduct has been drawn up to make explicit the school's expectations of student behaviour in classrooms, at break times, in particular subjects / areas of the school and when out on school trips and visits. The Code of Conduct are in an accessible format and are explained to students on a regular basis.

- Bullying, sexual harassment or discriminatory behaviour of any kind will not be tolerated.

- Students are expected to attend school punctually every day wearing the correct & full uniform and with the equipment they require for lessons. Hair should not be dyed and haircuts involving tramlines or patterns (part shaved) are not permitted. Make-up and jewelry (apart from a single stud in each ear) are not permitted for students in KS3 & 4.

- If student's mobile phones are essential for safety on their journeys to and from school, they must be handed in during registration in the morning. They are stored securely and returned at the end of the day. Staff may confiscate devices which are seen during the school day and parents/carers will be asked to collect them.

- Calm, orderly and safe movement around the buildings & outside areas is required at all times.

- Students should remain within the agreed boundaries of the school site, unless accompanied by an adult.

- Students are not allowed to bring any item which could be used as a weapon, cigarettes (including e-cigarettes/vapes), lighters, alcohol, drugs, any aerosols, fizzy, energy / sports' drinks or chewing gum to school. All such items will be confiscated and, where appropriate, handed to the Police and/or will be disposed of. The Headteacher may ban other items from time to time if they are having a negative effect in school.

- Only prescription medicines may be brought to school. Medication must be delivered to the school office (or Sixth Form office), normally by the parent in a secure and labelled container as originally dispensed. Each item must be clearly labelled with the following information:

    - Student's name
    - Name of medication / Dosage / Frequency of administration
    - Date of dispensing
    - Storage requirements if important (i.e. refrigeration)
    - Expiry date (Please note the school cannot accept items of medication in unlabelled containers).

Promoting Positive Behaviour for Learning

At Carwarden House Community School we believe that good behaviour needs to be modelled and taught. Staff are expected to talk to students as if their parents were sat next to them and strategies such as shouting are not considered appropriate in our school, both because they indicate a loss of control on the part of the adult and because it tends to escalate situations and inhibit communication.

All staff have access to a range of CPD opportunities to develop their 'behaviour for learning' strategies and skills. Suggested strategies for promoting positive behaviour are available in the Appendix and are regularly reviewed and discussed. We encourage staff who are experiencing difficulties with individual or groups of students to discuss and share practice ideas. We ensure that all supply teachers are provided with a summary of our behaviour policy and recommended strategies for promoting good behaviour.

We recognise the need for good behaviour to be explicitly taught and ensure that positive behaviour for learning is reinforced throughout the curriculum (assemblies, Connections, PSHE, etc) as appropriate. We also ensure that students new to the school are fully inducted into the expectations of the school and that they understand the behaviour policy.

Rewards

We believe that recognising and rewarding desired behaviour is more effective than sanctioning unacceptable behaviour. The school has a range of rewards available which are reviewed regularly in consultation with students. In order to ensure that students find them sufficiently motivating, we aim to strike a balance between immediate short-term rewards that recognise good behaviour and improvements in behaviour and longer-term rewards which recognise sustained good behaviour over time. We also seek to recognise individual student achievements with rewards based on the achievement of individual social and behavioral targets.

Sanctions

Teachers, teaching assistants and other paid staff with responsibility for students at Carwarden House Community School have the legal power to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. They may impose any reasonable and proportionate sanctions. We have grouped poor behaviours into four levels and have suggested consequences appropriate to each stage. (See Sanctions in appendix below).

Detentions

Detentions usually take the form of loss of break or lunchtime on the day when a student's behaviour fails to live up to expectations. After school detentions are rarely given because of student transport issues but may be arranged by the tutor in consultation with the parents.

Roles & Responsibilities

All staff at Carwarden House Community School play an important role in positive behaviour for learning and discipline. Form tutors and class teachers & TAs will, in the first instance, manage the behaviour of their students. If behaviour continues to be poor the Behaviour for Learning Mentor or more senior staff (e.g. Middle Leaders) may become involved. Senior leaders within the school will support all staff in ensuring a positive learning environment.

Parents

Carwarden House Community School aims to work in partnership with parents at all times. Parents are expected to support the school in upholding the school rules and creating an orderly climate for learning. They have the right to be informed promptly of any emerging difficulties their children present. They have particular responsibilities in ensuring regular and punctual attendance at school, ensuring their children are in the right place during any fixed period exclusion and for ensuring that any medication that their son or daughter is prescribed is taken at the correct times and intervals. Parents are expected to attend a return to school meeting following any period of fixed term exclusion. On admission to the school, all students are required to sign the school's Home School Agreement. Parents who fail to support their child appropriately may be asked to sign a Parenting Contract. In extreme cases the school may apply to the Magistrates' Court for a Parenting Order.

Screening and Searching

The Code of Conduct and associated School Rules makes it quite clear what items are prohibited at Carwarden House Community School. The staff reserve the right to screen all students for banned objects – this may involve asking students to turn out their bags or searching lockers. It may occasionally be necessary to search a student but only with their consent. This will only be done when the school has reasonable grounds to believe a student may be carrying illegal, stolen or prohibited items.

- Searches will be carried out only by senior members of staff.
- Searches will be conducted out of sight of other students.
- Suspicion may be aroused:
    - as a result of a positive screening;
    - because a student is acting suspiciously (e.g. attempting to hide something);
    - as a result of a tip off by a parent, carer or another student;
    - because of something said by the student.
- There will always be two members of staff present when a search takes place. Where possible, both members of staff will be of the same sex as the student.
- Students will **NOT** be 'frisked' or asked to remove clothing other than outerwear, but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks.
- Throughout the search students will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything.
- If students refuse to be searched or if they abscond the Police will be informed. If students become abusive or threatening the search will be stopped, the student isolated and the Police called.

- All searches will be logged and record the:
    - name, year, sex, ethnicity of every student searched;
    - grounds of suspicion;
    - time and place;
    - who searched;
    - who else was present;
    - what if any reasonable force was used, and if so why;
    - how the search began and progressed;
    - the student's responses and how staff managed them (e.g. steps taken to calm the student);
    - outcomes and follow-up actions.

Parents/carers will always be informed if a student has been searched and the result of that search.

Students will NOT be searched without their consent – if the school has reason to believe the student requires searching and he/she refuses consent then the Police will be called and parents/carers informed.

For more information see DfE guidance:
http://media.education.gov.uk/assets/files/pdf/s/screening%20searching%20and%20confiscation%20guidance%20%20%20for%20school%20leaders%20staff%20and%20governing%20bodies.pdf

Confiscation and Disposal

Staff at Carwarden House Community School have the power to confiscate any item which is illegal or banned from school. In most circumstances staff confiscate items which are banned from school and return them to students at the end of the day. However, on occasions this will not be appropriate and in those cases the following principles will apply.

- Illegal items (weapons or substances) will be handed to the Police.
- Legal but banned consumable items (tobacco, alcohol, sweets or foodstuffs, e.g. chewing gum) will be disposed of.
- Non-consumable items, e.g. mobile telephones, e-cigarettes / vapes, etc., which are confiscated will be held securely until a parent/carer makes arrangements to collect them.

Students Requiring Additional Support

Carwarden House Community School recognises that some students require additional support in order to conform to the expectations of behaviour of the school. We also recognise the impact student behaviour can have on staff well-being. We aim to ensure that effective strategies for individual students or groups are shared and that staff feel supported. We do this by 'case conferencing' individual or groups of students and through lesson studies.

Students who require additional support may be:

- Offered support from their tutor, the Behaviour for Learning Mentor, the Family Support Worker, or in some cases, a senior leader as appropriate.

- Individual targets for improvement will be agreed and will be regularly monitored.

These may be recorded on a Positive Behaviour Plan. Parents will always be informed of these plans.
- Referred for a multi-agency assessment/plan.
- Referred to an alternative education provision.
- Considered for an alternative curriculum offer that may involve provision off-site at another DfE registered & approved educational establishment (e.g. FE college, extended work experience placement).

The school will regularly review all students who are referred for additional support in order to ensure that their needs are being met. Where inadequate progress is being made the school will consider what else may be available both from within the school and from a range of outside agencies with whom the school has contact (e.g., CAMHS, Social Care).

Restraint & Restrictive Intervention

From September 2019, Carwarden no longer identifies a particular methodology as our 'preferred method of restraint'. We aim to continually develop positive behavioural support to better understand, and so reduce student behaviour that challenges, taking into full account their learning disabilities, autistic spectrum conditions and mental health difficulties. These may include practice changes such as changing their environment, developing their skills, providing focused support and developing reactive (non-physical) strategies for use where necessary. We continue to advise the staff team if required on 'preventative strategies', ensure the school is fully appraised of any guidance or legislative changes and to continue to offer all staff de-escalation training.

Rationale

Our policy is informed by guidance provided by HM Government in the report '*Reducing the Need for Restraint and Restrictive Intervention'* published 27.06.19 which aims to help settings and services take action to understand:

- the underlying causes of children and young people's behaviour that challenges;
- the times and situations when behaviour that challenges is more likely to occur; and
- the steps we can take to support children and young people, (including through the development of behaviour support plans) so as to reduce the incidence and risk associated with that behaviour, promote and safeguard the welfare of children and young people in their care and improve their quality of life.

Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties may often respond with behaviour that challenges (verbal or non-verbal) when they are in pain, or experiencing sensory overload, or when confronted with situations they do not understand or environments in which they cannot easily cope, which cause anxiety or fear, and for which they are unprepared. Such behaviour may be perceived as 'naughty' or 'bad' if the child or young person is unable to follow instructions or fit in with existing rules and structures and it can be a form of communication for children and young people who are unable to communicate verbally. The likelihood of such behaviour can often be anticipated by those who know the child or young person well.

Carwarden implements a range of measures to understand the range of communication used

by our students to express emotions, including distressed behaviour. Measures to identify triggers of distressed behaviour and to prevent or address it are developed with the involvement of the child or young person and their family, and careful assessment (with multi-agency planning and support where appropriate) to create the right environment for each student's education, care and support. We do this because behaviour is a means of communication and has a cause and a purpose.

Behaviour that challenges may signal a need for support, and it is essential to understand its underlying causes. It may, for example, be the result of a medical condition or sensory impairment, previous trauma or neglect, or be exacerbated by an unmet need or undiagnosed medical condition. It may reflect the challenges of communication, or the frustrations faced by a student with learning disabilities, autistic spectrum conditions and mental health difficulties, who may also have little choice and control over their lives. These factors may result in behaviours that are challenging. Behaviours that challenge may reflect the impact on a student of being exposed to challenging environments which they do not understand or where positive social interactions are lacking or personal choices are limited. These individuals need support to have their needs met in different ways and to develop alternative ways of expressing themselves that achieve the same purpose but are more appropriate. Behaviour support plans, drawn up with the involvement of the children, parents and young people, help to understand better a child or young person's experiences and behaviour and the steps that should be taken to meet their needs.

Use of 'positive handling' or restraint carries risks and can be damaging to children and young people. It may, however, be the only realistic response in some situations (for example, to prevent a child running into a busy road or to prevent a violent act against another person). But wherever possible, it should be avoided; and proactive, preventative, non-restrictive approaches adopted in respect of behaviour that challenges. **Please refer to the Acceptable Use of Force to Control or Restrain Policy.**

In our context 'positive handling' is defined by available guidance and can include, depending on the circumstances:

- Physical restraint: a restrictive intervention involving direct physical contact where the intervener's intention is to prevent, restrict, or subdue movement of the body, or part of the body of another person.

- Withdrawal: removing a child or young person involuntarily from a situation which may cause anxiety or distress to themselves and/or others and taking them to a safer place where they have a better chance of composing themselves.

Our policy follows the advice in the Association of Directors of Children's Services: *Protocol for Local Children's Services Authorities on Restrictive Physical Interventions in Schools, Residential and Other Care Settings for Children and Young People* (ADCS, 2009) and guidance *Use of reasonable force: Advice for head teachers, staff and governing bodies (Department for Education, 2013)*. It addresses our duties under the *Equality Act 2010.* We abide by the *Human Rights Act 1998* and *Section 93 of the Education and Inspections Act 2006* and the Department for Education's guidance *Mental Health and Behaviour in Schools (November 2018)***.**

Data

The school collects a range of behaviour data including:

- Exclusions;
- attendance and punctuality;
- records of rewards;
- records of incidents and sanctions;
- records of restrictive physical interventions / serious incidents;
- records of racist, disablist or homophobic incidents.

Data is analysed at individual student level by tutors in the first instance and by senior staff if behaviour is repeated or if a pattern of poor behaviour is detected and is used to inform referrals to school based interventions and/or referrals to outside agencies.

Data is analysed on a whole school basis by the Behaviour for Learning Mentor in conjunction with the SLT and is used to identify 'hot spots', monitor trends and performance against targets and to inform changes in policy and procedure. Data is also monitored to ensure the school meets its statutory duties with regard to the Equalities Policy.

Data is presented to whole staff meetings, SLT meetings and Trustees in order to support the evaluation of the impact of the policy.

Exclusion / Suspension

Carwarden House Community School is committed to using exclusion as an absolute last resort after all other strategies for improvement & sanctions have been exhausted. Permanent exclusion is extremely rare and ideally never used for particularly vulnerable students. The school seeks to use fixed-term exclusion rarely believing that rewarding poor behaviour with a 'day off' is counter-productive. Where exclusion is used the school conforms to the Surrey County Council and DfE guidance.

If students are excluded for a period of less than five days, the school will provide work – it is the parent's responsibility to ensure the student completes the work and returns it to the school for marking (NB parents can be fined if students are found in a public place during an exclusion). From the sixth day of an exclusion students will be expected to attend at a place of learning that will be arranged with the local authority. In the event of a permanent exclusion the LA will contact parents with details of the provision in place beyond the fifth day.

Reintegration interviews (back to school meetings) are considered to be a vital part of the reintegration process and provide parents, the student and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a student's successful readmission. If parents do not attend a scheduled reintegration interview additional measures may be taken to facilitate their full participation in the process.

Permanent exclusions are extremely rare and would only be used when the school has exhausted all other strategies. The LA is always involved and wherever possible the student is transferred to more appropriate provision rather than being excluded (managed move).

Review and Evaluation

This policy has been written referencing the DfE guidance & advise 'Behaviour in Schools' September 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

This policy is subject to regular review and evaluation by:

- Trustees – Trustees are encouraged to visit the school on a regular basis and are required to complete visit forms detailing their observations. Occasionally visits will focus specifically on behaviour for learning.
- SLT – senior leaders evaluate the effectiveness of the school in all areas of its performance. Data is gathered on a global scale to gauge the progress of the school in improving behaviour.
- Staff – the views of all staff are gathered regularly on many topics, student behaviour being one. Staff review progress of all individual student targets and for particular students when reviewing their progress against their Positive Behaviour Plan.
- Parents – the views of all parents are sought regularly on behaviour and parents are involved in their child's Positive Behaviour Plan review if one is required.
- Students – the views of students are sought regularly on behaviour and the reward & sanction systems are discussed at School Council.

APPENDICES

1. **Sanctions**
2. **Strategies for promoting positive behaviour.**
3. **Staff Charter**

APPENDIX 1 - SANCTIONS

LEVEL	CHOICES	CONSEQUENCES	RESPONSIBLE
Stage One	Swearing amongst peers	Immediate repair and reflect – apology. '3 x times sanction' with a letter home to parents (loss of one days break times - detention)	All staff - report onto Trackit Lights
	Poor timekeeping	Reminder of expectations. Time to be made up during students break.	All staff
	Incorrect school uniform (including inappropriate hair style, makeup & jewelry)	If not possible to resolve then, where possible, sent home to change or parents to collect and return in correct uniform.	Tutors
	Failure to complete homework	Discuss with parents – complete at home.	Teacher concerned and inform Tutor.
	Failure to complete class work	Complete work in own time in school i.e. break/lunch (detention).	All staff - Inform tutor & report onto Trackit Lights. Detention carried out by subject teacher.
	Low level disruption in class	Encourage to change behaviour, reminder of expectations. If persistent refer to Behaviour for Learning Mentor.	All staff

LEVEL	CHOICES	CONSEQUENCES	RESPONSIBLE
Stage Two	Refusal to participate (passive)	Encourage to change behaviour, reminder of expectations. Student to catch up during their own time.	All staff - Inform tutor and report onto Trackit Lights.
	Inappropriate / unsafe behaviour in the outside areas (including 'play fighting')	Request to stop immediately. If required, remove other students to safety. Loss of next breaktime to reflect. Where appropriate, 'cage ban' for predetermined time. Inform parents if persistent.	All staff – inform Tutor and report on Trackit Lights. Refer to senior staff for intervention if deemed serious / dangerous.
	Abusive language/behaviour towards staff	Repair and reflect – require an apology. '3 times sanction' with a letter home from Tutor to parents (loss of one day's break times - detention). Child spoken to by SLT.	All staff - Inform tutor and report onto Trackit Lights. SLT to ensure appropriate support for victim if required.
	Phone (or e-device) not handed in - used during school day	Item confiscated until end of day (handed to office for safe storage). If this occurs 3 x times then tutor to confiscate until parent collects.	All staff - Inform tutor and report onto Trackit Lights
	Leaving a specified area without permission	Request to return to class/area. If student refuses, then loss of break to complete what they have missed in lesson. If it occurs at break or lunch they will have to be kept in at these times to remain safe for a set period.	All staff - Inform tutor and report onto Trackit Lights. If refusing to return then (after two attempts) refer on to Behaviour for Learning Mentor but continue to monitor until picked up by another member of staff.
	Disrupting the learning of others	Reminder of expectations. Possible 'Time out' (possibly supported by MLT), referral to Behaviour for Learning Mentor. Detention.	All staff - Inform tutor and report onto Trackit Lights.

LEVEL	CHOICES	CONSEQUENCES	RESPONSIBLE
Stage Three	Verbal bullying against a student .	Refer to anti-bullying policy. Tutor to inform parents. Hold a restorative meeting – agreed sanctions (e.g. letter of apology, detention).	All staff - Inform tutor and report onto Trackit Lights. Refer to Behaviour for Learning Mentor. Staff member involved, Behaviour for Learning Mentor or member of MLT to conduct RA meeting (with support from SLT if required). SLT to ensure appropriate support for victim if required.
	Prohibited items – cigarettes, lighters etc.	Tutor / SLT to confiscate prohibited items. Parents informed. SLT to consider use of power to search. SLT may consider Police involvement / FT exclusion options.	All staff - Inform tutor and report onto Trackit Lights. Refer to Learning for Behaviour Mentor.
	Racial discrimination	Repair and reflect - Apology. Incident logged with LA by SLT. Possible referral to Police for further action. Student's attendance at RA meeting.	All staff - Inform tutor and report onto Trackit Lights. Refer to SLT to complete racial discrimination form and contact parents. Staff member to conduct RA meeting with support from SLT (if required). SLT to ensure appropriate support for victim if required.
	Cyber bullying	Full investigation completed by DSL or SLT liaising with parents and students involved. Possible referral to Police for further action. Lead for of ICT / internet safety informed. Student's attendance at RA meeting.	All staff - Inform tutor and report onto Trackit Lights. Report to Behaviour for Learning Mentor / SLT. Staff member to conduct RA meeting (with support as required).

LEVEL	CHOICES	POTENTIAL CONSEQUENCES	RESPONSIBLE
Stage Four	Physical bullying or Sexual Harassment (see Peer-on-peer violence policy & procedures)	DSL / SLT to Investigate. Inform parents. Serious incident form completed by staff witness. Police involved if necessary. SLT to consider exclusion options. Student's attendance at RA meeting	All staff - Inform tutor and report onto Trackit Lights. Behaviour for Learning Mentor / SLT to conduct RA meeting. SLT to ensure appropriate support for victim.
	Illegal and prohibited items (alcohol, weapons, drugs)	DSL / SLT to confiscate prohibited items (risk assessing if there is suspicion of a weapon). Parents informed. SLT to consider use of power to search. Investigation – why, where, who else is involved. SLT to consider exclusion options. Police informed. Serious incident form completed.	All staff - Inform tutor and report onto Trackit Lights. SLT / Behaviour for Learning Mentor for all other actions.
	Physical attacks on staff/students	DSL / SLT to investigate. Inform parents. Serious incident form completed by staff witness. Police involved if necessary. SLT to consider exclusion options. Student's attendance at RA meeting	Behaviour for Learning Mentor / SLT (Headteacher if assault is against staff) Behaviour for Learning Mentor / SLT to conduct RA meeting. SLT to ensure appropriate support for victim. Appropriate reports of injury completed.
	Fighting (leading to injury)	DSL / SLT to investigate. Inform parents. Serious incident form. SLT to consider exclusion options. Student's attendance at RA meeting.	All staff - Inform tutor and report onto Trackit Lights. Tutor/s to conduct RA meeting (with support from SLT if required).
	Deliberate damage to school property	DSL / SLT to investigate. Inform parents. Serious incident form completed by staff witness. Police involved if necessary. SLT to consider exclusion options. Parents expected to contribute to repair / replacement costs.	All staff - Inform tutor and report onto Trackit Lights. SLT for all other actions.

APPENDIX 2 – STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

START OF LESSON

1. Teacher to be present before students – if that is not possible ensure students know they should line up outside and wait.
2. Teacher stands at door of classroom m to 'meet and greet'. Ensure everyone understands every lesson is a 'fresh start'.
3. Ensure students sit in allocated seat, (planned seating to be displayed if necessary).
4. Starter activity to be available immediately and accessible to all.
5. Ensure start of lesson routine is understood and kept to.

DURING LESSON

1. Understand that all behaviour is a form of communication.
2. High expectations of work and behaviours for learning.
3. Good / outstanding teaching encourages positive behaviour for learning – pay attention to planning, pace, interest and variety, differentiation, visual cues.
4. Stimulating environment with motivating displays of student work – pay attention to layout of room ensuring easy access/exit routes for latecomers etc., that all can see IWB etc.
5. Ensure Code of Conduct, rewards and consequences are visible to all – use the rules as a buffer – depersonalise.
6. Praise well – 'catch them being good'. Use reward system.
7. Know your students well and understand their needs. Ensure you use strategies recommended in PBPs, etc. Be familiar with student targets and use achievement of targets (or not) to differentiate rewards and sanctions.
8. Make opportunities to build positive relationships in unstructured time.
9. Watch language, tone, posture, body language, etc. Remain calm and cool at all times.
10. Allow students 'processing time' – do not be too quick to impose sanctions for non-compliance. Restate instruction and offer advice regarding expected behaviour.
11. Plan the use of any additional adults to support students who need extra help to meet the lesson objectives.
12. Effective use of AfL encourages motivation and engagement.
13. Never 'threaten' – instead 'promise'. Ensure you always follow through on what you have said.
14. Follow up – if something goes wrong in your lesson even if SLT become involved, make yourself responsible. Record student behaviour (both positive & negative) on Trackit Lights.
15. Reflect. Don't be afraid to admit you got it wrong and change your practice the next time.

END OF LESSON

1. Allow enough time for plenary and reflection on success and progress with what has been achieved – if not why not? Award points. Encourage self and peer assessment.
2. Ensure an orderly and calm dismissal from the teaching area.

OUT OF CLASS

1. Noticing – ensure response is appropriate to time/place – follow up what you have noticed.
2. Duties – be on time and in the correct place.
3. Take opportunity to build relationships with students – talk to students and encourage them to participate in group activities.
4. Intervene quickly whenever incidents occur – follow correct procedures consistently.
5. Corridors kept clean and tidy with motivating/informative displays.
6. Use Trackit Lights to inform tutors (and Behaviour for Learning Mentor) of good and poor behaviour out of class so students can be rewarded / held to account.

Appendix 3

Carwarden Community Charter

We are one team aligned to common goals, agreed priorities and a shared vision.

To be a motivated, happy and high performing team we will:

1. behave professionally and be accountable for our actions

2. be self-reflective practitioners and not blame others when we get it wrong

3. choose to see the best in others and embrace our differences

4. be caring, respectful, tolerant and supportive of each other

5. listen to each other and ensure everyone's voice is heard

6. be honest with ourselves and others, always looking to develop trusting relationships

7. accept we are not always right and give and receive criticism positively

8. recognise change, conflict and challenges as opportunities to see things differently and be flexible and adaptable in our responses

9. strive for excellence in all that we do and challenge mediocrity

10. remain positive in our outlook, celebrate success and be solution focussed, making work fun for ourselves and others.

Appendix 4

CARWARDEN HOUSE COMMUNITY SCHOOL - POSITIVE BEHAVIOUR PLAN

Introduction

A Positive Behaviour Plan for an individual student should be seen as an integral part of the whole school process of education and care. It must be consistent with the fundamental values and ethos of Carwarden House Community School. Its success will be derived from a whole school response to promoting positive behaviour for learning and an understanding that all staff are focused on enabling our student to succeed, whether in a lesson, learning in the community or at other times of the school day, including on transport.

Where there is an identified potential for an individual student to repeat behaviour that may be dangerous to themselves, others or property it is good practice to draw up a Positive Behaviour Plan for that child. The need to do so may be evidenced by documentation that could be included in the student's EHCP or previous accident and injury recording and reporting procedures.

Principles

The Positive Behaviour Plan is based upon five main principles:

- That the student and parent/carer is involved from the outset.
- That the plan improves curriculum access.
- That a specific target/s is set which aims to reduce incidents of undesirable behaviour.
- That the plan is based upon changing conditions and approaches toward the student from one of control to one of co-operation and, as such, is reviewed regularly.
- That it affords the individual student with opportunities to take responsibility for, and subsequently change, their behaviour.

It is acknowledged that, even with the best planning, there may be situations where the student may participate in violent, aggressive or self-abusing behaviour. However, as professionals our response should be aimed at being proactive and attempting to anticipate the possibility of challenging behaviour and taking action to reduce the likelihood that they may occur.

Production and review

The need for a behaviour plan for a particular student may be identified by any member of staff at any time, but will be agreed in liaison with the senior leadership team and Therapies Coordinator. The production and monitoring of the plan will normally be the responsibility of the form tutor.

The plan will be reviewed regularly (at least monthly) by the form tutor in consultation with colleagues, parents and the student. The specific needs of the student must inform the nature and content of the PBP.

The student needs to be supported appropriately to fully understand:

- what specific behaviour/s is considered undesirable
- what they need to do to improve (changes to be achieved)
- how they will be supported (at school and home)
- any consequences of their behaviour (rewards & sanctions)

Normally a PBP will contain a maximum of 3 targets. It is good practice to include a more easily achievable target (a 'quick win') to provide encouragement to the student. If a target is consistently not being met, then consideration should be given to amending the target and/or changing the strategies of support. Targets should not remain unchanged for more than 2 reviews.

If it is agreed that an updated plan is required, this will be disseminated to all colleagues promptly.

Staff Training and Induction

It is recognised that staff may on occasion feel underprepared to deal with certain incidents of challenging behaviour. The school is committed to providing the training and support to ensure they can confidently manage challenging situations (in line with our Behaviour Policy) and understand the strategies for promoting positive behaviour for learning.

Further training, if required, should then be highlighted as an integral part of the annual performance management review process or, if at other times in the year, discussed with the line manager.

POSITIVE BEHAVIOUR PLAN (example) **No. 2**

Name : Jack Smith **Tutor Group: 8Z** **Tutor: Mrs Jones**

Start Date: 05.09.19 **Review Date: 01.10.19**

TARGETS:

- Jack to not hit, push or kick other students.
- Jack to follow simple instructions given by staff members without argument.
- Jack to complete all his work within lesson time.

SUCCESS CRITERIA

- Jack will achieve his daily targets and get agreed reward each day.
- Jack will achieve at least 250 Trackit Light points or more each week.
- Jack will reduce the number of recorded negative incidents.

SUPPORT STRATEGIES / STRENGTHS / INTERESTS:

- Jack needs clear instructions (use Makaton or visual aids where necessary) and told what he is expected to achieve in each lesson.
- Jack enjoys humour and responds well to it.
- Jack appears to enjoy the attention he gets when misbehaving so, where possible, reduce this and he will then get bored and make the correct decision.
- Consequences should be immediate.
- Jack is affectionate and enjoys high fives.
- He is caring towards others.
- He enjoys having friends and is best friends with Lilly in his class.
- Jack should be completing small tasks (10min) with a reward activity after each session using a timer.
- Jack will be supported at the lockers by Lilly to reduce conflict with other pupils.
- Regular movement breaks helps Jack.
- Explicit seating plan to be used in all lessons.

BACKGROUND/MEDICAL/ADDITIONAL INFORMATION:

- Possible sensory dietary requirements.
- Can become tired – especially after lunch.
- Frequently suffers from nasal & chest congestion / susceptible to colds.
- Hearing Impairment in both ears (exacerbated by colds).
- Stool used in lessons to improve posture.

TRIGGER BEHAVIOURS:

1. Jack can easily become wound up by his peers and can lash out at them, usually in confined areas or stairways. Brian & Derek are often involved.
2. Tiredness (particular in PM sessions).
3. Work 'overload' – activities going on for more than 10 mins.
4. External factors (arguments at home).
5. Specific conflict with another pupil or a member of staff.

REPAIR AND REBUILD PROCESSES: (What care is to be provided?)

- Jack needs to have a fresh start each lesson.
- Extensive use of visual prompts.
- Consistent rewards & consequences

RECORDING AND NOTIFICATION REQUIRED

- PBP shared with all Jack's Teachers
- Incidents of undesirable behaviours and rewards logged on Trackit Lights

EVALUATION (This section is to be completed during the review)

SIGNATURES:
It is important to get people to sign up, especially the parents/carers.

Student...…… Date ……

Form tutor.....…… Date ……..

Parent/Carer ……..…… Date ……..