

Philpots Manor School



Relationships and Behaviour Policy

Including a statement of behaviour principles, and use of reasonable force and restrictive intervention

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1. Aims

Philpots Manor School is a school that is full of kindness. We believe that trusting, honest and caring relationships are central to everything that we do. Everyone at Philpots Manor School is responsible for creating positive authentic relationships. There will be times when those relationships rupture and we all have a duty to help to repair them.

Philpots Manor School's relationships and behaviour policy is combined in one because we firmly believe that all behaviour is communication and that poor behaviour is a communication of an unmet need.

Our intention is that all staff will be capable of building relationships with children, and each other that helps everyone work together in a productive way to support the needs of our children and nurture positive behaviour.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all learners have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the behaviour expectations
- Outline the rewards, consequences and sanctions that support improving behaviour
- Enable us to reduce stressors, identify and meet unmet needs and teach learners how to behave appropriately
- Provide a consistent approach to behaviour management that is applied consistently to all learners
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

This policy applies to all members of Philpots Manor School, including the Proprietor, Headteacher, staff, learners and visitors, including when on and off-site, activities and trips, lunch times and travel. The same standards of behaviour are expected online as in real life (please refer to ICT and Internet Acceptable Use Policy).

This policy is also designed to provide guidance on physical contact (including safe touch) with learners to enable all staff to provide consistent support to learners who exhibit challenging behaviour. Appendix 1 is a statement of behaviour principles.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2023

- Suspension and permanent exclusion from maintained schools, academies and learner referral units in England, including learner movement 2023
- Use of reasonable force in schools 2013
- Supporting learners with medical conditions at school, 2017
- Special Educational Needs and Disability (SEND) Code of Practice, 2020

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written relationships and relationships and behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

3. School approach to relationships and behaviour

3.1 Relationships Approach - trauma informed

We use a trauma informed approach to relationships. Our approach is based on Professor Bruce Perry's research and can be summarised as the P and the four Rs- (see Appendix 2 for more information)

- Protect,
- Relate,
- Regulate,
- Reflect, and
- Restore¹

Protect

Our first priority is always to ensure that children are safe. In this context that means not only physical safety but also within the relational environment. We aim to reduce the stress for the child by creating a warm and calm environment that is consistent, accepting and optimises social engagement. We endeavour to avoid placing children in situations that they cannot manage and focus on creating both physical and psychological safety.

Relate

Our understanding of *Relate* is underpinned by the knowledge that the ability to form meaningful relationships is fundamental to mental health and happiness. We understand that relationships are crucial in promoting the optimal development of the frontal lobes of the brain associated with the executive functions key to emotional regulation, emotional intelligence, planning, problem solving and ultimately learning. There will be children in our school who, for many reasons, have not benefited from these positive relational experiences. Research indicates that the brain retains the quality of being moulded (plasticity) and this means that repeated, positive, relational experiences can repair and reverse this cycle.

Regulate

We know that leaving children (and adults) in a state of toxic stress can result in physical ill health as well as making it impossible to engage productively in the

¹ Perry, B.D., 2014. *Creative interventions with traumatised children*. Guilford Publications.

activities taking place around them. We have a duty to support children and adults in school to ensure that they are not left in toxic stress. We know that one of the most powerful ways to do this is to talk to children and help them to talk about what is bothering them.

We are committed to doing this through the relationships we have with children and each other. Specifically:

- Providing children with time with an adult who they trust to help them calm down, ready to reflect.
- Teaching children strategies to support them in self-regulation.
- Ensuring that interactions are emotionally regulating, playful and enriched.
- Ensuring that we do not engage in socially defensive behaviour with children, especially when correcting behaviour.
- Adults are aware of each other's needs and support each other through trusting and relational experiences.

Reflect

We believe that children and adults need to be able to reflect on their feelings in order to fully understand them and their behaviour. Without the opportunity to do this we are far more likely to act out our feelings. Reflection enables us to make sense of our life, develop language for emotions and have a coherent narrative that makes sense of what we are feeling and what has happened to us.

We use Zones of Regulation (see Appendix 3) every day in school to support children and adults to identify their emotional state and develop a language to communicate feelings. There are times following troubling incidents that children and adults need to be helped to reflect in order to make sense of them and if necessary, to repair ruptures in relationships that may have resulted. Such reflection may require time and space away from the troubling incident and can only take place when the child is calm and regulated, with a trusted and emotionally available adult who is able to offer non-judgemental support. When boundaries are broken, they need to be repaired and restored.

Any consequences for inappropriate behaviour are always accompanied with reflections. Specifically:

- Staff practise good listening with a particular focus on empathy and acceptance of the feeling and not the behaviour.
- Children will have opportunities to work with trusted adults to make sense of painful experiences through creative therapeutic approaches.
- Behaviour is understood to be a form of communication and adults respond to inappropriate behaviour by asking not 'What did you do?' but 'What has happened to you?'

Restore

Restorative conversations may take a variety of forms depending on individual needs and abilities. PSHE and RSE is informed by current research and taught through the PSHE Association scheme of work and teaches children about mental health, emotions, relationships and how to live life well. Wherever possible the school will adopt a restorative approach when challenging negative actions or applying consequences as a result of negative actions.

Restorative practice is a set of principles and practices that encourages children to take responsibility for their actions by thinking through the causes and the impact their responses might have on the people around them, and what they can do to make it better.

3.2 Behaviour Approach - Positive Behaviour Support (PBS)

All learners at Philpots Manor School have special educational needs and/or disabilities (SEND). Our relationships and behaviour policy is underpinned by the principles of positive behaviour support (PBS) and trauma-informed practice.

Using a **PBS approach** means that:

- We recognise the impact that learners' communication, learning difficulties, and sensory needs have on behaviour.
- The school team designs and implements interventions which enable learners to learn alternative or more appropriate ways of meeting their needs.
- Punitive practice is never used
- Staff receive support through induction, training and supervision which enables them to reflect on the challenges of delivering a positive behaviour approach and to solve any problems that arise.
- The learner remains at the centre of a multi-disciplinary approach
- Any behaviour that challenges us as the school community is viewed as intentional or unintentional communication and the function of this behaviour is explored.
- Behaviours of concern do not affect the positive regard in which the learner is held.

Behaviours of concern are defined as:

- Self-harm
- Breaking items/damaging property
- Refusal to engage in everyday activities
- Using language which incites
- Physical acts eg hitting, throwing objects at others, spitting
- Inappropriate sexualised behaviour
- Disruption in lessons, or between lessons eg at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Behaviours of serious concern is defined as:

- Any form of bullying (see Anti-bullying policy Appendix 4)
- Absconding
- Frequent and/or intentional physical acts eg hitting, throwing objects at others, spitting, biting etc
- Self harm
- Sexual violence, or sexual assault
- Sexual harassment (unwanted conduct of a sexual nature) such as :

- Physical behaviour (unwanted touch)
- Sexual comments or sexual innuendo
- Online or social media sexual harassment such as unwanted sexual comments and messages, sharing of sexualised images or videos, or sharing unwanted explicit content.
- Repeated breaches of the school rules
- Vandalism
- Theft
- Fighting
- Smoking, vaping, drinking alcohol, using or taking any harmful substance
- Racist, sexist, homophobic, transphobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the learner)

4. Bullying and Discrimination²

4.1 Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting

² See Anti Bullying Policy Appendix 4

TYPE OF BULLYING	DEFINITION
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

4.2 Discrimination

When people are treated unfairly and discriminated against because of who they are, this can have a detrimental effect on their mental health, their self-esteem, and their educational performance. It is against the law to discriminate against anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

These are called 'protected characteristics'.

You're legally protected from discrimination by the Equality Act 2010.

- at work

- in education
- as a consumer
- when using public services
- when buying or renting property
- as a member or guest of a private club or association

Philpots Manor School staff will seek to challenge any forms of bullying and/or discrimination. The whole school community will be vigilant to early signs of a learner's unhappiness which may be related to the behaviour of another and will respond accordingly. This will follow the no blame positive behaviour support approach. Please see our anti-bullying policy (Appendix 4) for the measures in place to prevent all forms of bullying (including cyber-bullying, prejudice-based and discriminatory bullying, and our equality and diversity policy for measures in place to avoid discrimination.

Bullying and discrimination go against our school's core values of;

- Mutual Respect
- Compassion and Kindness
- Responsibility
- Creativity and Innovation
- Resilience
- Integrity

5. Roles and responsibilities

5.1 The proprietor

The proprietor is responsible for monitoring this policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher:

- Reviews and approves this policy and the statement of behaviour principles (**Appendix 1**)
- Ensures that the school environment encourages positive behaviour
- Ensures that staff demonstrate positive behaviour support principles and deal effectively with behaviours of concern
- Monitors how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of learners
- Ensures that all staff understand the behavioural expectations and the importance of maintaining them
- Offers appropriate training in trauma-informed practice, behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensures this policy works alongside the child protection and safeguarding policy to offer learners both sanctions and support when necessary
- Ensures that the data from the behaviour log is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy

5.3 The Senior Leadership Team (SLT)

The SLT:

- Act as role models to staff and learners
- Support staff and has regard for their welfare
- Provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all learners to participate fully.
- Ensure that all staff receive Maybo training within 6 months of starting employment wherever possible (and risk assess staff whilst they await training and ensure that they know how to request immediate help if needed).
- Work collaboratively with staff to improve their understanding of positive behaviour support and trauma-informed practice
- Implement risk management procedures
- Review data regarding incidents where non-restrictive and restrictive practices have been used and provide data for the consideration of the headteacher
- Monitor the effectiveness of the behaviour systems and procedure and make recommendations to improve (See Appendix 5 for a behaviour log)
- Are available during the school day for decision making advice and support in responding to behaviour incidents
- Undertake learning walks and lesson observations
- Ensure that staff adhere to the agreed strategies to address behaviours of concern
- Support school staff to ensure that learners' behaviour is in line with the behaviour expectations and the school's values
- Ensure effective communication systems with parents and carers
- Identify training needs
- Check incidents reported on BehaviourWatch are recorded in line with the guidance provided and co-ordinates responses to any violence, harassment, bullying or discrimination
- Organise focus meetings for learners where there is a high degree of concern regarding frequency or intensity of incidents
- Lead on the delivery of debrief sessions after an incident requiring a restrictive physical interventions (RPIs)

5.4 Teachers and all school staff

Staff:

- Model school values, expected behaviour, and positive relationships
- Create a calm and safe environment for learners
- Establish and maintain clear boundaries of acceptable learner behaviour
- Use reasonable and proportionate RPI only as a last resort, when the learner or someone else is at risk from harm, to prevent a crime from being committed, or to prevent serious damage to property or the school estate
- Implement the relationships and relationships and relationships and behaviour policy consistently
- Develop relationships with learners that are professional (firm, fair and friendly - not friends) and demonstrate commitment to achieving the best for the learners.
- Communicate the school's expectations, routines, and standards through teaching behaviour and in every interaction with learners
- Provide a personalised approach to the specific behavioural needs of particular learners
- Consider the impact of their own behaviour on the school culture and how they can uphold school values, rules and expectations
- Challenge inappropriate language or behaviours of concern, whether this pertains to staff, learners or others
- Take seriously any reports of violence, harassment, bullying or discrimination and acts accordingly
- Celebrate success with learners and showing appreciation for learners' expressions of the school's values
- Contribute to developing a PBS plan for any learner and consistently follow the agreed strategies in the learners' PBS plan. See Appendix 6 for an example PBS plan
- Accurately record incidents on BehaviourWatch or seek support to do so before the end of the working day
- Participate in learner focus meetings as necessary
- Seek advice from a member of SLT where challenging behaviours are being dealt with outside the school during planned school activities, if such assurances will help the situation
- Seek advice from SLT if they have used an unregulated RPI due to an unprecedented situation

5.5 Visitors

Visitors must:

- Model expected behaviour
- Maintain a calm and safe environment for learners
- Celebrate the success with learners and show appreciation for learners expression of the core values

- Consider the impact of their own behaviour on school culture and how they can demonstrate school values
- Take seriously any reports of violence, harassment, bullying or discrimination and report these to a member of the SLT

5.6 Parents and carers

The school team aims to build effective relationships with parents and carers by keeping them informed about changes in their child's behaviour and the school's policy, and by working collaboratively with them.

Parents and carers, where possible, should:

- Get to know the school's relationships and behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's relationships and behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Collaborate with school staff to develop a PBS plan if required
- Take part in any restorative or therapeutic work following behaviour of concern (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of relationships and behaviour with the school directly, while continuing to work in partnership with the school
- Support the school community by attending celebrations, meetings and other school activities

5.7 Learners

All learners at Philpots Manor School have special educational needs and the school recognises that learners' behaviour may be impacted by their special educational needs or disability (SEND).

The provisions set out in the learners' EHC plans will be secured and the school co-operates with the local authority and other bodies.

When behaviours of concern arise, we will consider them in relation to a learner's SEND, although we recognise that not every incident will be connected to their SEND. Decisions on whether a learner's SEND had an impact on an incident will be made on a case-by-case basis.

6.0 School behaviour expectations (behaviour curriculum)

Many of our learners are novices at expected behaviour. In order for them to become expert behaviors, all adults in school need to teach them how to be experts.

Our behaviour instructions must be:

- Clear
- Sequential
- Exemplified

- Repeated
- Checked for understanding
- Corrected for common mistakes
- Revisited and repeated

Learners are supported to meet the behaviour standards (stated below) and will be provided with repeated induction and taught sessions wherever and whenever required

Learners are explicitly taught the expectations of positive relationships and behaviour in the RSHE and PSHE curriculum. Learners are taught what to do when they feel bullied in RSHE

Common errors adults in school may make in implementing behaviour expectations are:

1. Aiming to be liked
2. Reducing the learning challenge too far
3. Aiming to be too much fun
4. Inconsistent execution of policy
5. Low follow-through
6. Weak boundaries
7. Unclear expectations

The social norms in school have an enormous influence on behaviour and peer groups can influence individual learner behaviour.

In order to create our school's 'normal' behaviour we have routines, give learners a high degree of feedback, make clear the consequences and use sanctions and rewards.

Routines are specific behaviour, for example how we enter and leave rooms and spaces, how we transition around the school, how we behave in assemblies and fire drills etc.

All staff are responsible for teaching learners what our expectations are in these routines.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all learners can meet behavioural expectations.

We offer immersive feedback to learners about their behaviour.

Feedback relating to behaviour is the same as feedback for any learning; it includes whether the learner has achieved the required standard or not and what they need to do next. Extrinsic motivators can be used to ensure the learner adopts the expected behaviour, such as consequences, sanctions and rewards.

Sanctions and rewards are one part of the jigsaw - they are not universally effective, but no one strategy is. Sanctions must be consistent, proportionate and predictable. The certainty is much more important than the severity. The severity therefore should be the lightest possible in order to achieve the desired behaviour.

Rewards must be sincere, targeted and proportionate.

Learners will be made aware of the schools expectations with regard to relationships and behaviour when they join Philpots Manor School:

Philpots Manor School behaviour expectations:

Learners are expected to:

1. Treat others with respect and accept differences, especially in regard to age, gender, sexual orientation, race, ability, disability and background, both face to face and remotely via social media and mobile phone
2. Attend school regularly and arrive on time to school and to lessons and work to the best of their ability.
3. Accept responsibility for their actions and choices
4. Behave in a safe manner, in person and online, using the support provided by staff and agreed strategies
5. Allow others to learn and make progress
6. Respect the environment including animals, property, green spaces and buildings.
7. Sort out disagreements with support if needed and without resorting to verbal or physical aggression
8. Accept rewards for meeting the behaviour standards, and the consequences and/or sanctions if they do not meet the standards
9. Follow reasonable staff requests and instructions
10. Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
11. Demonstrate the school's values, and follow school rules and routines

7. Mobile phones and personal digital devices

Learners are not allowed to have personal electronic devices including mobile phones, laptops or ipads with them on-site. When learners arrive at school, all personal electronic devices will be placed in a secure, locked cupboard until the end of the school day when they will be returned to them. If a learner needs to make a phone call home during the school day they will be able to use a school landline to do so with permission. If a learner is not willing to hand in their device, staff will engage with them to understand what the difficulty is from the learner's perspective. Parents may be called to encourage the learner to hand over the device. If this is not successful, parents will be required to collect the learner from school and take them home. This will be recorded as a fixed-term suspension. The Headteacher may use her discretion in exceptional circumstances. Please see the ICT and Internet Acceptable Use Policy for the full policy.

8. Encouraging and managing appropriate /desired behaviour

8.1 School culture and environment

Creating a positive school culture and environment will have a positive effect on behaviour. The school's values and rules define our acceptable standards and boundaries and should be applied with sensitivity and understanding.

Learners need to have their voices heard and their individual opinions respected, we actively seek to create ways in which learners' voices are heard, and the student council plays a key part. Positive adult child relationships ensure that the needs of learners are met and positive attachments are made.

Throughout the school year, attention is paid to the environment and climate in which the learners learn. There are regular whole school events that promote and celebrate desired behaviour. The physical school and its environment have a valuable therapeutic impact. A therapeutic classroom demonstrates the

environment standards we aim to create (see Appendix 7)

8.2 Classroom management

Teaching will and support staff will develop a positive relationship with learners, which includes:

- Greeting learners in the morning/at the start of lessons
- Establishing clear routines (including 'check-in' with Zones of Regulation at the start and end of the day)
- Communicating expectations of behaviour in ways other than verbally
- Giving learners feedback including whether they have achieved the required standard or not
- Highlighting, promoting and rewarding expected behaviour
- Concluding the day positively and starting the next day afresh
- Dealing with low-level disruption swiftly
- Ensuring that consequences and sanctions are clear and consistent and the lightest possible necessary to achieve the desired behaviour
- Using positive reinforcement

8.3 Positive reinforcement and Rewards

When a learner's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive reinforcement and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements we use in school can be:

Natural reinforcers: reinforcers that occur directly as a result of the behaviour (e.g., a learner studies hard and does well on their exams, resulting in good grades).

Token reinforcers: those that are awarded for performing certain behaviours including effort and engagement in learning. These can be exchanged for something of value (e.g., the school reward system (Appendix 8) in which the learner earns points that they can save up and turn in for a reward).

Social reinforcers: those that involve others expressing their approval of a behaviour. This can include a member of staff saying, "Great idea!" or "Excellent effort!" or offering a 'high five or 'fist bump'. Social reinforcers can include communicating praise to parents/carers via a phone call, email or written correspondence.

Examples of social reinforcers are also certificates, prize ceremonies and special assemblies, being given positions of responsibility or being entrusted with a particular decision or project, or earning something (e.g. extra free-time) for a social group or class group. Philpots Manor School focuses on each school value for half a term and learners are recognised with certificates and applause in assembly for consistently demonstrating school values. (Appendix 9)

Tangible reinforcers: reinforcers that are actual physical or tangible rewards (e.g., toys, treats; time with a favourite person or thing, or a favourite activity).

9.0 Responding to behaviours of concern and behaviours of serious concern

When behaviours of concern arise, we will consider them in relation to a learner's SEND, although we recognise that not every incident will be connected to their SEND. Decisions on whether a learner's SEND had an impact on a behaviour of concern will be made on a case-by-case basis.

When responding to a behaviour of concern the school will balance their legal duties when making decisions about enforcing the relationships and relationships and behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled learner caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of learners with SEND (Children and Families Act 2014)
- The provisions set out in a learner's Education, Health Care Plan and co-operate with the local authority and other bodies
- The provision set out in a learner's behaviour support plan

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers at a universal/whole school level as well as at an individual level and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the learner concerned. Preventive measures may include:

- Short, planned movement breaks
- Sensory equipment to support self-regulation (for example ear defenders, weighted blanket)
- Use of Zones of Regulation
- Low arousal environment
- Access to therapeutic interventions aimed at meeting learners' speech, language, sensory and psychological needs as required.
- Use of separation spaces (sensory zones or nurture rooms) where learners can regulate their emotions during a moment of sensory overload

Individualised de-escalation techniques are written into positive behaviour support plans and are used to help prevent behaviour issues escalating. These may include;

- Use of planned ignoring or use of minimal language where this is appropriate
- Use of another member of staff (change of face)
- Giving verbal reminders of expectations and instructions of what to do instead
- Use of appropriate tone of voice for example low, calm, non-threatening tone
- Use of appropriate body language for example side-on, non confrontational

When a learner's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence. Their main priority is to ensure the safety of all learners and staff and to support staff in achieving this there is an agreed process that staff follow when responding to an incident. Appendix 10 is a flow chart which describes the process.

9.1 Off-site behaviours of concern

Consequences and sanctions will apply where a learner has behaved inappropriately when off-site representing the school. This means when the learner is:

- Taking part in any school-organised or school-related activity (e.g. school trips or work experience)
- Travelling to or from school
- In any other way identifiable as a learner of our school

Consequences and sanctions will also apply where a learner has behaved inappropriately off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another learner
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the learner is under the lawful supervision of a staff member (e.g. on a school-organised trip).

9.2 Online behaviours of concern

Consequences and sanctions will also apply where a learner's online behaviour:

- Poses a threat or causes harm to another learner
- Could have repercussions for the orderly running of the school
- Adversely affects the reputation of the school
- The learner is identifiable as a member of the school

Please see the ICT and Internet Acceptable Use Policy for the full guidance on online behaviours of concern

9.4 Adapting sanctions for learners with SEND

When considering a behavioural sanction for a learner, the school will take into account:

- Was the learner unable to understand the rule or instruction?
- Was the learner unable to act differently at the time as a result of their SEND?
- Was the learner likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the learner for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

When considering a response to the behaviour the school will take into account:

- Whether the learner was able to fully and accurately comprehend the rule or instruction
- Whether the learner was able to act differently at the time as a result of their SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the learner for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

We will continuously evaluate a learner's needs and determine whether they have any additional or further underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a learner, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

If the school has a serious concern about the behaviour of a learner it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

9.6. Sanctions

Sanctions and rewards are one part of the jigsaw - they are not universally effective, but no one strategy is. Sanctions must be consistent, proportionate and predictable. The certainty is much more important than the severity. The severity therefore should be the lightest possible in order to achieve the desired behaviour.

The school *may* use one or more of the following formal sanctions in response to serious behaviours of concern when it is considered appropriate given knowledge of the learner's age, developmental level and SEND.

- A verbal reprimand and reminder of the expectations of behaviour
- Letter or phone call home to parents (see Appendix 11 for example letters)
- Implement a learner monitoring process

9.6.1 Loss of privilege

The Senior Leadership Team, Teachers, and Instructors have been authorised by the Headteacher to issue learners with detentions for up to 50% of the morning or lunch break.

Detention can be used to complete unfinished work, or tidy up / repair damage or disorganisation caused by the learner in a room.

Loss of privilege can also include not having access to their preferred Friday afternoon activities

9.6.2 Time Out and Time In

In response to serious or persistent breaches of this policy, the school may require the learner to receive their education under the supervision of a member of staff, not in their usual classroom, take a Time Out.

This is a serious sanction and will only be used in response to serious unacceptable behaviour. Staff will only direct learners from the classroom once other behavioural strategies have been attempted.

Time Out can be used to:

- Restore order if the learner is being unreasonably disruptive
- Maintain the safety of all learners
- Allow the disruptive learner to continue their learning in a managed environment
- Allow the disruptive learner to regain calm in a safe space

Learners who have been removed from the classroom are supervised by a trusted adult and will continue their learning away from their usual classroom until they are ready to return, or until another resolution has been agreed based on their needs. Learners will only be given Time Out with the explicit agreement of the Deputy Head (Pastoral and Behaviour), or in their absence a member of the Senior Leadership Team..

Learners should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a learner successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child has a Time Out.

The school will consider alternative approaches to behaviour management for learners who frequently require Time Out, such as:

- Meetings with wellbeing team
- Use of teaching assistants
- Short-term learner monitoring (Appendix 11)
- Long-term behaviour plans
- Multi-disciplinary learner focus meetings (Appendix 12 Terms of reference)

Staff will record all incidents of Time Out along with details of the incident that led to the decision, and any protected characteristics of the learner in the behaviour log.

Time In

While Time Out is a sanction, Time In is not. It is a preferred strategy.

Time Ins can be done anywhere, however there should be a designated quiet area in the class or an agreed Time In area in school that the learner can access.

Here is how to do a time-in:

1. Remove the learner from the stressful situation (this does not mean use a physical restraint) and accompany them to a quieter area or the designated space.
2. Provide comfort until they are calm enough to communicate with you.
3. Give language to their emotions by using phrases such as, "I see you are frustrated that your picture didn't work out as you wanted."
4. Empathise and offer alternative ideas for handling the emotions. Example: "I sometimes feel frustrated, too. What is something we can do other than throwing pens when we are frustrated? Let's try taking a deep breath and counting to 5 to see if that helps."
5. Rejoin the activity, if your learner wishes to continue, or modify the activity so that they can overcome the frustration and continue to regulate.

9.6.3 Suspension and permanent exclusions

The school has a separate suspension and permanent exclusions policy which is available on our website. The school will use the suspension and permanent exclusion policy in response to serious behaviours of concern or in response to persistent poor behaviour, which has not improved following interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

9.7 Consequences

Following behaviours of concern staff will consider consequences and next steps. They will focus on learning from the incident and identifying what environmental adaptations and/or skill development would help the learner to get their needs met in a more appropriate way.

Next steps may include:

- Restorative conversations and discussions.
- 1:1 time with a trusted adult to regulate and reflect.
- Use of a safe space to support regulation and reflection time.
- Use of time in another class or wellbeing space if appropriate.
- Use of comic strip conversations.
- The teaching of new and required skills

The class teacher can request a multi-disciplinary learner focus meeting be held for a learner if they meet the agreed criteria. This meeting is led by a member of the SLT and is used to support learners and staff teams where there is significant concern regarding a learner's ability to work safely within the school environment and therefore a high degree of cross disciplinary planning is required to address these behaviours of concern.

9.8 Supporting learners following a formal consequence

Following a formal consequence, the school will consider strategies to help learners to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Adjustments to learners' timetable
- Daily contact or morning and afternoon check-in with SLT to report on progress

10.0 Safeguarding

We recognise that changes in behaviour may be an indicator that a learner is in need of help or protection.

We will consider whether a learner's inappropriate behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether wellbeing support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy (available on our website) for more information.

11.0 Use of Reasonable force and Restrictive physical intervention

Reasonable force covers a range of interventions that involve physical contact with learners. At Philpots Manor School we use a Maybo approach which focuses on fostering a positive environment where physical intervention is used only as a last resort. Maybo training is carefully balanced with an emphasis on prevention, de-escalation and alternatives to physical intervention.

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a learner from harm which may include:

- Significantly hurting themselves or others
- Significantly damaging property
- Committing an offence

Reasonable force must:

- Be proportionate
- Only be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment as this is unlawful
- Be recorded and reported to parents by the end of the school day

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the learner, including SEND, mental health needs or medical conditions.

12.0 Restrictive Interventions

We recognise that there are five types of restrictive intervention:

1. Environmental e.g. seclusion, key codes on doors to prevent entry. It is recognised that it may be necessary for a learner to spend some time away from a stimulus or triggers in order to facilitate them calming down. In considering seclusion, there is a need to draw a distinction between:
 - i. Seclusion where a learner is forced to spend time alone against his/her will;
 - ii. Time out which involves restricting the learner's access to all positive reinforcements as part of a behavioural program
 - iii. Withdrawal which involves removing the learner from a situation which causes anxiety or distress to a location where he/she can be continuously observed and supported until ready to resume usual activities.

At Philpots Manor School we do not use seclusion or time out. A restrictive physical intervention may be used to withdraw a learner from an area if it is necessary to prevent harm.

2. Physical. A Maybo regulated restrictive physical intervention may be used to prevent, restrict, or subdue movement of the body, or part of a learner in circumstances described in S11.
3. Emotional/psychological. At Philpots Manor School we do not deprive a learner of choices, reduce their autonomy or use threats or coercion in any circumstances.

4. Chemical e.g. medication. In certain situations, the use of medication may be indicated as a method of managing extreme behaviour. Medication must only be administered upon medical advice and must only be used as a method of managing difficult behaviour where it is included within an individual's care plan and agreed by a qualified medical practitioner.
5. Mechanical e.g. car harness, use of objects to block physical behaviours. A decision to use therapeutic devices to prevent problem behaviour (for example, using a harness in the vehicle) must be agreed by a multi-disciplinary team in consultation with the learner, their families (those with parental responsibility) and advocates, and recorded within a Behaviour Support Plan.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not be possible to avoid injuring a learner or a member of staff in the course of keeping the learner safe from greater harm.

13. Confiscation, Searches and Screening

Please see Appendix 13 for details of policy on confiscation, searches and screening

14. Suspected criminal behaviour

If a learner is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

15. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Learners are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to Early Help
 - Refer to Children's Social Care
 - Report to the Police and/or Local Authority Designated Officer (LADO)

Please refer to our child protection and safeguarding policy for more information

16. Malicious allegations

Where a learner makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether it is appropriate to use sanctions in accordance with this policy.

Where a learner makes an allegation of sexual violence or sexual harassment against another learner and that allegation is shown to have been deliberately invented or malicious, the school will consider whether it is appropriate to use sanctions in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the learner who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and learners accused of any misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other learners.

17. Learner transition

17.1 Inducting incoming learners

The school will support incoming learners to meet behaviour expectations by offering a transition process which reflects the learner's level of understanding in order to familiarise them with the relationships and behaviour policy and the wider school culture.

17.2 Preparing learners to transition to the next year

To ensure behaviour is continually monitored and the right support is in place, the current class teacher will share learner PBS plans with the new staff team during handover meetings to ensure that the agreed strategies are communicated effectively. Learners will have transition sessions with their new teacher(s)

17.3 Preparing outgoing learners for transition

The school will support outgoing learners to meet behaviour expectations by offering a transition process. The school collaborates with learners, parents and providers of next

stage employment, education and training to ensure that the full needs of the learners are understood.

18. Training

Our staff are provided with regular training on positive behaviour support, trauma informed practice and strategies and techniques to support learners to be well regulated and ready to learn.

As part of their induction process, staff attend Maybo training and are introduced to the needs of the learners at the school including how autism, SEND and mental health needs impact behaviour.

In induction, staff will be advised that we use a trauma informed approach to relationships and a positive behaviour support approach to behaviour.

19. Monitoring arrangements

19.1 Monitoring and evaluating school relationships and behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of learner support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, learners, trustees and other stakeholders on their perceptions and experiences of the school relationships and behaviour culture

The data will be collated every half term by the Deputy Head (Pastoral) and analysed by the Senior Leadership Team. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of learners are identified by this analysis, the school will review its policies to tackle it.

20. Monitoring this policy

This relationships and relationships and behaviour policy will be reviewed by the Headteacher and the Senior Management Team at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Senior Management Team.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the senior management team annually.

Learners will be asked to give feedback on their experience of the relationships and behaviour culture to support the evaluation, improvement and implementation of the relationships and behaviour policy.

21. Links with other policies

This relationships and behaviour policy is linked to the following policies:

- Suspensions and Permanent Exclusions Policy
- Child Protection and Safeguarding Policy
- Physical Restraint Policy
- ICT and Internet Acceptable Use Policy

Appendix 1 Written Statement of Behaviour Principles

Statement of Behaviour Principles

- Every learner understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All learners, staff and visitors are free from any form of bullying, harassment or discrimination
- Staff and volunteers set an excellent example to learners at all times
- We use a positive behaviour support approach
- Any behaviours of concern or behaviours that challenge us as a school or school community should be viewed as intentional or unintentional communication and the meaning of this behaviour should be explored
- We recognise the impact that learners' communication, learning difficulties and sensory profile will have on behaviour and that this requires staff to design and implement appropriate and effective interventions that enable the learners to learn alternative and better ways of meeting their needs
- We do not use punitive practice or punishment
- We use the scientific principles of behaviour to bring about meaningful change for learners
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the relationships and relationships and behaviour policy
- The relationships and relationships and behaviour policy is understood by learners, parents and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Learners are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and learners' home life

- We ensure staff are supported to develop relationships with learners which are based on trust and respect as we recognise that this is central to delivering a positive behaviour approach
- We ensure that staff receive support via induction, training and supervision which enables them to discuss and reflect on the challenges of delivering a positive behaviour approach and jointly problem solve
- We use a multi-disciplinary approach where information is shared with the learner at the centre of all discussions and decision making
- Our approach is trauma informed and prioritises relationships as key to developing learners' ability to self-regulate
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

This written statement of behaviour principles is reviewed and approved by the Senior Management Team annually.

Appendix 2 Trauma Informed Practice based on Professor Bruce Perry's Neurosequential Model of Emotional Regulation

Protect, Relate, Regulate, Reflect, and Restore.

- Protect,
- Relate,
- Regulate,
- Reflect, and
- Restore³

Protect

Our first priority is always to ensure that children are safe. In this context that means not only physical safety but also within the relational environment. We aim to reduce the stress for the child by creating a warm and calm environment that is consistent, accepting and optimises social engagement. We endeavour to avoid placing children in situations that they cannot manage and focus on creating both physical and psychological safety.

- All adults are taught about the impact of toxic stress on learning, wellbeing and behaviour.
- Regular whole school training to ensure that all adults have a comprehensive understanding of PACE (Hughes 2016), whole school awareness of Social Engagement Theory (Porges 2017) and Panksepp's Emotional Systems (2012).
- Ensuring that there are emotionally available adults/safe faces in school and that children know who they are and where to find them.
- There is a no shouting, no shaming policy in school. Raised or hostile voices are not tolerated and any conversations with individuals about behaviour take place in private, away from the sight or hearing of other children.
- Adults are aware of facial mobilisation and are expected to present as open, warm and engaged at all times.

³ Perry, B.D., 2014. *Creative interventions with traumatised children*. Guilford Publications.

- All learners will know 2 emotionally available adults or 'safe faces'
- Adults are consistent and adjust their expectations around vulnerable children to meet their needs. They ensure that their interactions are socially engaging and not socially defensive.

Relate

Our understanding of Relate is underpinned by the knowledge that the ability to form meaningful relationships is fundamental to mental health and happiness. We understand that relationships are crucial in promoting the optimal development of the frontal lobes of the brain associated with the executive functions key to emotional regulation, emotional intelligence, planning, problem solving and ultimately learning. There will be children in our school who, for many reasons, have not benefited from these positive relational experiences. Research indicates that the brain retains the quality of being moulded (plasticity) and this means that repeated, positive, relational experiences can repair and reverse this cycle.

- All adults understand the importance of secure attachment.
- All adults interact with each other, with children and with parents and carers from a position of social engagement not social defence.
- Adults strive to ensure that children have daily positive relational experiences to help them to become trusting, help-seeking individuals, PACE (Playful, Accepting, Curious and Empathic) is embedded in all interactions.
- Adults ensure that children have daily positive relational experiences to help them to become trusting, help-seeking individuals.
- Children and adults are helped to express their emotions and are not shamed or undermined when acknowledging their anxieties.

Regulate

We know that leaving children (and adults) in a state of toxic stress can result in physical ill health as well as making it impossible to engage productively in the activities taking place around them. We have a duty to support children and adults in school to ensure that they are not left in toxic stress. We know that one of the most powerful ways to do this is to talk to children and help them to talk about what is bothering them.

We are committed to doing this through the relationships we have with children and each other. Specifically:

- Providing children with time with an adult who they trust to help them calm down, ready to reflect.
- Teaching children strategies to support them in self-regulation.
- Ensuring that interactions are emotionally regulating, playful and enriched.
- Ensuring that we do not engage in socially defensive behaviour with children, especially when correcting behaviour.
- Adults are aware of each other's needs and support each other through trusting and relational experiences.

Reflect

We believe that children and adults need to be able to reflect on their feelings in order to fully understand them and their behaviour. Without the opportunity to do

this we are far more likely to act out our feelings. Reflection enables us to make sense of our life, develop language for emotions and have a coherent narrative that makes sense of what we are feeling and what has happened to us.

We use Zones of Regulation (see Appendix 3) every day in school to support children and adults to identify their emotional state and develop a language to communicate feelings. There are times following troubling incidents that children and adults need to be helped to reflect in order to make sense of them and if necessary, to repair ruptures in relationships that may have resulted. Such reflection may require time and space away from the troubling incident and can only take place when the child is calm and regulated, with a trusted and emotionally available adult who is able to offer non-judgemental support. When boundaries are broken, they need to be repaired and restored.

Any consequences for inappropriate behaviour are always accompanied with reflections. Specifically:

- Staff practise good listening with a particular focus on empathy and acceptance of the feeling and not the behaviour.
- Children will have opportunities to work with trusted adults to make sense of painful experiences through creative therapeutic approaches.
- Behaviour is understood to be a form of communication and adults respond to inappropriate behaviour by asking not 'What did you do?' but 'What has happened to you?'

Staff are taught:

- how to use Zones of Regulation in school to support children and adults to identify their emotional state and develop a language to communicate feelings.
- good listening with a particular focus on empathy and acceptance of the feeling and not the behaviour.
- how to support learners to make sense of painful experiences through creative therapeutic approaches.
- to respond to inappropriate behaviour by asking not 'What did you do?' but 'What has happened to you?'

Restore

Restorative conversations may take a variety of forms depending on individual needs and abilities. PSHE and RSE is informed by current research and taught through the PSHE Association scheme of work and teaches children about mental health, emotions, relationships and how to live life well. Wherever possible the school will adopt a restorative approach when challenging negative actions or applying consequences as a result of negative actions.

Restorative practice is a set of principles and practice that encourages children to take responsibility for their actions by thinking through the causes and the impact their responses might have on the people around them, and what they can do to make it better. Restorative practice is a set of principles and practice that encourages children to take responsibility for their actions by thinking through the causes and the impact their responses might have on the people around them, and what they can do to make it better. Staff can work through key questions with children to aid the restorative approach.

- What were you thinking and feeling at the time?

- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

Appendix 3: Zones of Regulation

https://zonesofregulation.com/wp-content/uploads/2023/03/supplementary_zones_of_reg_emotions_visual.pdf

Appendix 4 - Philpots Manor School Anti-bullying Policy

1. Introduction

Our school is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

This policy outlines what our school does to prevent and tackle all forms of bullying. It is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education 2023”. Reference has also been made to Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for school/colleges”. Our school is a member of the Anti-Bullying Alliance and uses their resources to support our thinking and practice. The policy has been adopted with the involvement of the whole school community.

2. Aims

The aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it.

Every member of staff has a responsibility to report any incident of bullying that comes to their attention and work towards eradicating any incidents and types of bullying in our

school. Reports of bullying will always be taken seriously and will always be logged on BehaviourWatch.

The aims of the school's anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour;
- To react to bullying incidents in a reasonable, proportionate and consistent way;
- To safeguard the learner who has experienced bullying and to trigger sources of support for the learner;
- To apply disciplinary sanctions to the learner causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

3. Links with other school policies and practices

This policy should be read alongside the following organisational policies:

- Relationships and Behaviour Policy
- Equality And Inclusion Policy
- Suspension and Permanent Exclusions Policy
- Child Protection and Safeguarding Policy and Procedures
- ICT and Internet Acceptable Use E-Safety Policy
- PSHE and RSE Curriculum

4. Links to legislation

There are several pieces of legislation which set out measures and actions for school/colleges in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Education Act 2002
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010
- The Independent School Standards (England)(Amendment) Regulations 2012
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Communications Act 2003
- Public Order Act 1986

5. School Ethos

In our school, we strive to create a happy, safe and caring learning environment where everyone feels safe. All cases of bullying are serious and any behaviour that adversely affects the well-being of another will not be tolerated.

Some learners may experience considerable difficulties with communication, social interaction and empathy which can affect their ability to reflect on the impact their behaviour has on others or to self-manage their behaviour. These difficulties can mean that some learners are less likely to intentionally 'bully' others, although behaviour that could be bullying behaviour does occur on occasions. While these actions may not have the same

degree of intention as is usual when describing bullying, the effect on the targeted individual or individuals is the same and therefore must be addressed.

The way staff members deal with such incidents of behaviour that challenges should take account of all individual needs.

6. Responsibilities

- The Headteacher will communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- The Proprietor will take a lead role in monitoring and reviewing this policy.
- The Designated Safeguarding Lead, Jane Waites is the person to contact with regard to bullying.
- All staff, including senior leadership, teaching and non-teaching staff, will support, uphold and implement this policy accordingly.
- Parents/carers will support their children and work in partnership with the school.
- The school will ensure that learners understand this policy and why it is important.

7. Definition

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) 4.1 Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

8. Recognising the indicators that bullying is occurring

Learners who are being bullied may show changes in behaviour, such as becoming shy and nervous, appetite irregularities, feigning illness, refusing to attend school/college or clinging to adults. There may be evidence of changes in personal habits, lacking concentration or high levels of distractible behaviour. A learner may become super-vigilant. Individual behaviour patterns are well known to staff and when there are changes in these patterns the possibility of bullying must always be considered.

Learners must be encouraged to report bullying. Advocates for the learners must report possible bullying on behalf of their charges and where possible communication strategies must be put in place to allow learners to express their feelings. Learners' communications must be listened to.

Staff must be alert to the signs of bullying (in all its many forms) and act promptly and firmly against it in accordance with school/college policy.

9. Understanding why bullying is occurring

Many experts say that bullying involves an imbalance of power between the perpetrator/s and victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a

group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Other reasons or motivations given for bullying include: bullying related to race, religion or culture; bullying related to special educational needs or disabilities; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers or looked-after children or otherwise related to home circumstances; sexist or sexual bullying.

We carefully review the reasons why bullying is occurring on a case by case basis.

10. Implementation

Preventative Strategies include:

- Using our extensive knowledge of learners, and strong relationships with home, to recognise any changes that might result in 'bullying' behaviours;
- Changes to individual behaviour plans;
- A functional assessment to understand the motivation underpinning the behaviour change;
- Talking to learners about issues of difference through dedicated events or projects;
- Talking with learners about how to manage their own feelings and emotions;
- Ensuring that all learners are appropriately supervised;
- Ensuring that all members of staff are familiar with the policy;
- Watching for early signs of distress and where learners are able to communicate, listen to what they are saying;
- Ensuring that appreciation and respect for all cultures are promoted;
- Ensuring that all learners have the means to communicate, where verbal communication is challenging;
- Ensuring that teaching learners about bullying and its impact is embedded throughout the curriculum.
- Ensuring that monitoring and filtering software is effective in protecting learners from cyber based bullying

11. The following steps should be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- A clear account of the incident will be recorded on BehaviourWatch and share with the appropriate member of SLT who will act with delegated responsibilities on behalf of the headteacher ;
- The SLT member will interview all concerned and keep a record of their findings;
- Information is gathered about the incident before any conclusion is made about whether the incidents were bullying behaviour – both the learner suspected of 'bullying' and the 'victim' will be listened to carefully;
- Relevant staff and parents/carers will be kept informed;
- If the issue persists, then further support meetings (with parents and staff) will be held;
- In cases where a crime has been committed or a learner is believed to be in imminent; danger or risk, the appropriate authorities (police, LA) will be informed

immediately prior to any internal investigation. At this point our Safeguarding procedures will be followed.

- If it is suspected that the bullying is in the form of staff on learners then the disciplinary procedure will be acted upon and a safeguarding concern raised.
- If internet/social media based bullying is suspected steps MUST be taken to check if the filtering and monitoring software protection can be improved.

12. Learners

Bullying behaviour or threats of bullying must be dealt with immediately.

Learners who have been bullied will be supported by:

- Immediate support and reassurance;
- Restoring self-esteem and confidence;
- Participating in a restorative justice conversation, where appropriate.

Learners who have bullied will be helped by:

- The 'bully' to be informed in a suitable way that their behaviour is inappropriate and must stop;
- Discovering more about the situation to help restore positive behaviours;
- Informing parents/carers to help change the behaviour of the learner;
- Participating in a restorative justice conversation, where appropriate.

We aim to use positive methods to create and restore appropriate behaviours. Action that is solely disciplinary is not considered the right choice within our environment and Positive Behaviour Support ethos.

Positive behaviours, social skills and emotional well-being are promoted within the curriculum (e.g. PSHE, Circle Time, assemblies and subject areas, as appropriate).

13. Monitoring, evaluation and review

The school/college will review this policy every year and assess its implementation and effectiveness. This will be done through positive action based on Incident Reports and through ongoing feedback from staff and learners (including Learner Reviews).

The policy will be promoted and implemented throughout the school/college and training will be given to staff as part of their induction package to ensure that all staff are aware of their responsibilities and how to implement them.

14. Equal opportunities

Diversity of cultures is represented in the books, display materials and equipment used within the school/college. Activities are organised to give learners the opportunity to share in, respect and appreciate a wide range of cultures and activities. Each child's culture is recognised and treated with respect across the curriculum and where possible children are given the opportunity to share experiences and knowledge in order to raise self esteem. If a

child's culture or race might be a factor in an occurrence of bullying, staff should ensure that this is recorded on BehaviourWatch.

15. Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: <https://carers.org/about-us/about-young-carers>
- The Restorative Justice Council: <https://restorativejustice.org.uk/restorative-practice-schools>

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
- www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteacher/principals and school/college staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: <https://www.kickitout.org/take-action/resources>
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: <http://www.theredcard.org/>

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org

- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- School/colleges Out: <http://www.schools-out.org.uk/>

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk
- Disrespect No Body: <https://www.gov.uk/government/publications/disrespect-nobody-campaign-posters>
- Anti-bullying Alliance: advice for school/college staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying>
- Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE research into anti-bullying practices:
<https://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying>

Appendix 5: Positive Behaviour Support Plan

Positive Behaviour Support Plan	
Pupil's Name	
Date of Birth	
Date of Admission	
Date of Annual Review	
Those involved/consulted in forming the plan	
Name	Role in pupil's life
	Teacher
	Class TA
	Wellbeing Mentor
	Parents
	Therapist
Evidence gained from:	
Direct observation	
EHCP	
Annual review	
Data analysis	
Information provided by parents	
Therapy advice	
Background information	

Aims of the Positive Behaviour Support Plan (PBSP)



Traffic Light System - Key



Baseline (green) behaviours tell us what the learner will do/say when they are settled. When staff follow the positive behaviour plans and the (green) guidance consistently the learner is more likely to stay settled. Also, included in this section will be triggers for their behaviour.



When staff notice the warning signs that the learner is coming off baseline (amber) staff should use low arousal approaches, divert and distract and follow the amber guidance consistently until the learner returns to baseline (green).



If the learner's behaviours do not settle and they escalate further or go into crisis (red) behaviours then staff should use low arousal approaches, divert and distract and follow the red guidance consistently until the learner returns to amber and then green/baseline.

Identified factors that may impact pupil's behaviour



Baseline - Green Behaviours:
How the learner looks when they are in a good place, how they present, what they do, what they say and the things they like doing and are good at.

Triggers
(what doesn't help?)

Staff response and effective strategies:

Where is their safe space and who is their safe

person or people	
 Warning Signs - Amber How the learner looks when they are starting to become anxious, i.e. what are the indicators that they are escalating?	
Triggers (what doesn't help?)	
Staff response and effective strategies	
 Crisis - Red) The behaviours of most concern. Risky behaviours that might show that the learner is distressed or in crisis.	
Triggers (what doesn't help?)	
Staff response and effective strategies	:
Restraint is a last resort technique which should only be used to prevent harm to the learner or others. Staff must document all use of Physical Interventions and incidents on BehaviourWatch. If physical inventions have taken place the student must be seen by a first aider, and it must be reported to the Headteacher and written up before the end of the day Any accidents or injuries to either staff or students must be recorded in the accident book. Any damage to school property must be reported to the health and safety officer and the SLT.	

Parent's must be informed of the incident by the staff involved. Class teacher to organise and ensure this happens. All other relevant staff must be informed of the outcomes of the incident and the next steps. Teachers to liaise with the wellbeing team or appropriate person for staff and learner debrief.

Any safeguarding concerns must be reported to the DSL and recorded on CPOMS before the end of the day.

Therapy

Medical needs

Read and sign to indicate that you understand

Date	Name	Position	Signature	Comments

Appendix 6: Behaviour log

Appendix 7: Therapeutic Classroom Checklist

Philpots Manor School - Therapeutic Classroom Checklist

Purpose

The purpose of the checklist is to;

- create a set of standards, based on current research and best practice guidelines, which supports consistency across the learning environments within the School. Each standard aims to enable the realisation of our school values: care, curiosity, courage, resilience and partnership.
- support the class teacher's decision making when planning and designing classroom layout/design.
- facilitate discussion between the class team as to their behaviour and interaction style in the classroom and agree on a unified approach.
- set out an agreed plan that is then revisited and re-evaluated during the academic year to ensure standards are maintained.

Implementation

Step 1: Setting up the Classroom.

- Read through each statement in the checklist.
- Add 'Yes' if this statement reflects what is in place or planned to be in place for the academic year.
- Add 'No' if this is not what is planned or is appropriate for the class, given the learners in it, and provide a reason e.g. 'learners in this class do not require key word signing as their verbal comprehension levels are beyond this' or 'learners in this class do not require a visual support to make requests as they do this verbally.'
- Planning and decision making can be a joint process with the Class Teacher and team or conducted by the Class Teacher alone. However, if completed solely by the Class Teacher, the completed checklist will be shared and discussed during 'Class Time', held on the first inset days of the new academic year.
- The completed checklist should be retained by the class teacher and a copy shared with the SLT.

Step 2: Auditing the Classroom

- Class Teachers and their teams should reflect on the checklist, during their class team meetings, once a half term to ensure that the standards are maintained. 1- 2 standards from the checklist may be incorporated as discussion points during a Class Teacher's individual supervision session with their team to highlight how a staff member has confidently evidenced a standard within their practice or to draw attention to an area for development or consideration.
- The checklist will be audited by the Headteacher and Wellbeing Lead in conjunction with the Class Teacher's lesson observation. Implementation will be further supported via Learning Walks with written feedback given.

References:

This checklist was completed with reference to a number of published checklists and in relation to best practice guidelines , a list of which is referenced below;

- Justice, L.M. (2004). Creating Language-Rich Preschool Classroom Environments. Teaching Exceptional Children, 36-44
- Shields, B.M., & Dockrell, J.E. (2008). The effects of environmental and classroom noise on the academic attainments of primary school children. Journal of the Acoustical Society of America, 123(1), 133-144
- I Can (2012) Communication Supporting Classroom Observation Tool
- Bild CAPBS (2020) The Capable Environment Standards Audit Tool
- McGill, P., Brandshaw J., Smyth, G., Hurman, M. & Ashok, R. (2020) Capable Environments Tizard Learning Review
- Autism Education Trust (2007) Sensory Audit for Schools and Classrooms
- Dunn, W. (2007) Sensory Processing in Children with Autism
- Bogdashima, O. (2003) Sensory Perceptual Issues in Autism and Asperger's Syndrome; Different sensory experiences – different perceptual worlds.
- NICHD Early Child Care Research Network (2000). The relation of child care to cognitive and language development. Child Development, 71, 960–980.

Name (Class Teacher):
Date:

Class:

Our Place Physical environment and learning context	Yes(Y)/No (N)	If No, state reason
<i>Physical Environment and Layout</i>		
1. The majority of materials and resources are accessible and clearly labelled with written words or symbols where this is helpful. Labels and picture symbols should be created using Widgit.		
2. Materials which are actively being used are out and those that are no longer being used have been placed back in their designated place to avoid clutter.		
3. Classrooms are laid out to allow for open space. All personal items are stored safely when not in use.		
4. Learners have access to chairs/tables which are suitable for their body size and where their feet are either flat on the floor/supported by a foot stand whilst seated.		
5. There is a designated, well maintained breakout/quiet space which learners can access inside or in close proximity to the classroom.		
6. Learning areas are well defined and for specific purposes.		
7. Learners' work is displayed and labelled with the learning objective and the learner's first name. Consider using symbols as well as text.		
8. There are areas within the class which have minimal visual distractions.		
9. Workstations are used where appropriate.		

10. The school values are displayed in the standard formats.		
11. If there are class rules, these are displayed in an appropriate format.		
12. Expectations of learners' behaviour to be displayed as written in the Relationships and Behaviour policy		
13. The following notices are on display: safeguarding, first aiders and fire wardens 14. End of day routines ensure that spaces are tidy, clutter free and ready for learning		
<i>Promoting Independence (Preparation for Adulthood)</i>		
15. Functional supports are available to enable learners to be independent e.g. steps available to help younger learners to access taps for hand washing.		
<i>Sensory Considerations</i>		
16. Sounds: - Sounds generated by classroom equipment are kept to a minimum e.g. televisions and audio equipment is turned off when not in use. - There are quieter areas of the classroom available which learners can move to if required. - Learners are warned (where possible) if a loud noise or bell is expected to be sounded. - General background noise is kept to a minimum or arrangements made to ensure noise from different groups working is minimised.		
17. Smells: - Sources of strong smells are removed e.g. bin bags are removed once full, lunch plates are removed once food is finished. - Bins in classrooms have a lid on to reduce odours as well as access to rubbish.		
18. Visual: - The classroom is organised to consider the impact of light e.g. blinds are used to reduce/increase illumination, consideration is taken to avoid light bouncing off shiny or metal surfaces which may create patterns and or increase heat.		
19. Touch/feel: - There is space for learners to sit and move around comfortably so as not to bump into or brush up against each other as they move around the room.		
Our People Staff practice and behaviour	Yes(Y)/No (N)	If No, state

		reason
<i>Communication Strategies</i>		
All staff;		
20. Match the expressive language level to that which is described in the learner's EHCP, speech and language assessment or Individual Support Plan when interacting with the learner.		
21. Use the learner's preferred name before speaking to them and get down to their level where safe and appropriate.		
22. Use declarative language to invite the learner to engage and interact whilst reducing demands: - make statements about feelings and experiences (e.g. I enjoyed that video, especially the...) - use descriptive comments (e.g. the sensory room is looking so messy) - give factual praise (e.g. you used your knowledge of engineering to make a really effective model) - think-aloud problem-solving (e.g. I wonder what would happen if we tried..., I'm curious about..., that didn't work so well, I might try...)"		
23. Use facilitative communication strategies when interacting with the learners to extend their use of language by: Commenting on what they are doing, - Extending what they have said - Scaffolding - Modelling back more appropriate grammar - Following the learner's lead during interactions.		
24. Use language which is friendly but professional and respectful.		
25. Match the levels of language used to the learner's comprehension levels and their ability to remember what has been said.		
26. Only have conversations between each other which relate to the learners or classroom management. Social conversations remain outside of class time.		
27. Give verbal and/or visual choices to engage the learners as active participants.		
28. Create opportunities to communicate throughout the day.		
29. Print key words to be used in lessons and teach them before the lesson.		
30. Display key words used in a topic on a board in the classroom. Use pictures to support learning of key words.		
31. Use word mats on tables in the classroom which include topic and more general vocabulary which supports in a number of lessons; including maths		

32. Give sufficient time for language processing (count to 10) and, if no response is given, the staff repeat what is said without changing the wording in order to support processing.		
33. Simplify or break down information into steps to support understanding.		
34. Use gestures, actions, symbols, pictures and props to demonstrate and reinforce language.		
35. Respond consistently to communicative attempts by learners whether these attempts be through actions, gestures, signs, pictures or words and confirm their understanding.		
36. Engage in play with the learners as indicated by the learner's developmental stage.		
37. Show awareness of pausing e.g. the adult pauses expectantly and frequently during interactions with learners to encourage turn-taking and active participation.		
38. Show awareness of pacing e.g. the adult mirrors the pace of the learner during conversation, giving learners plenty of time to process and respond when interacting with them.		
<i>Sensory Strategies</i>		
39. Follow the sensory guidance in the learner's Individual Support Plan..		
40. Enable learners to use their sensory toolkit strategies.		
<i>Social, Wellbeing and Behaviour Support</i>		
41. Facilitate and reinforce school expected behaviours and non-negotiable group/class rules between learners and their peers that will enable effective communication e.g. sharing, co-operation, negotiation, having breaks when we need, asking for help, not talking over each other). Demonstrate these rules with other adults. Do not share or disclose information that is personal or relates to your personal life.		
42. Demonstrate awareness of the identified antecedents / triggers relating to the learners they are working with and use the strategies outlined in the Individual Support Plan.		
43. Respond in a consistent way to the learners.		
44. Role model the class rules e.g. not sitting on desks, using an appropriate voice volume indoors etc.		
45. Use positive language to discuss the learners when talking about them whilst they are present/in hearing distance		
46. Zones of Regulation are used at least once a day and preferably twice		
47. Behaviour rewards are used consistently and all learners know how many they have		
48. Use silence appropriately to enable the learners time to process their thoughts and emotions especially at times when learners are emotionally heightened.		

49. Use a calm stance and tone of voice, as described in Maybo, when interacting with learners especially at times when learners are emotionally heightened.		
50. Give learners personal space in accordance with their needs at the time and demonstrate the least restrictive practice.		
51. Use active listening when engaging with the learners e.g. staff; - confirm that they have understood what's been said, - reflect back what is said, - respond appropriately using verbal/non-verbal communication to all communicative attempts by learners. -		
52. Show interest or join in alongside learners when they are engaged in an activity – this may be with or without spoken language alongside.		
Encourage learners to reflect on what they have understood and to develop the ability to ask for help		
53. Demonstrate empathy with each other and with learners by; - Acknowledging the emotions being displayed. - Validating the emotions i.e. staff member states that the emotion or reaction is reasonable and understood. - Providing time to explore the emotions and supporting the individual to develop compassionate solutions if possible.		
Our Resources Use and access to learning aids and materials	Yes(Y) / No (N)	If No, state reason
54. Visual timetables are referenced to at each activity transition point.		
55. A variety of visual resources are used to support teaching, learning and communication, e.g. now-next board, choosing boards, photos, videos, use of objects, lists, tables, diagrams, task planners, symbol supported text etc.		
56. Visual supports are available in order to make key requests e.g. time out, movement break, help.		
57. Learners are prepared for transition e.g. transitions from place-to-place or activity-to-activity are clearly signalled with visual or concrete resources to support such as timers, or objects to aid transition. An advance warning is given of any changes, e.g. use of 'unexpected change' cards where appropriate. 58. Transitions from place-to-place or activity-to activity are used as sensory/movement breaks to support regulation and promote readiness for the next lesson.		
59. Learners have access to a variety of stage appropriate resources such as imaginative play toys or books which reflect their developmental level.		
60. Learner's interests are incorporated into the learning environment to facilitate motivation and engagement.		
61. Ensure that any low or high tech communication aids, used by learners, are: - consistently available across settings, - used by the staff <i>and</i> the learners whilst conversing,		

- actively integrated into the learning activities.		
62. Staff demonstrate and model the appropriate use of the learning resources.		
63. Staff ensure there are a range of meaningful activities available, during breaks between active learning, and model participation in order to minimise wholly unstructured times during the day.		
64. Learners have access to a variety of resources which support their regulation.		
65. A multisensory approach is integrated into learning activities through the use of tangible e.g. maths blocks, science materials, horticulture resources and non-tangible resources e.g. songs, music.		
66. Classes display WALTs and use I Do/We Do/You Do approach to learning which is used appropriately and differentiated to the needs of the learners.		
67. Learners targets for each term are in the Individual Support Plans and learners know what they are learning.		

Created:	Date	Last Reviewed:	
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Appendix 8 - Philpots Manor School Reward System

All learners can earn up to 4 reward points for each lesson as outlined in the table below, which is a maximum of 32 points a day, or 160 points a week.

0: no engagement with learning due to non attendance or not engaged with learning
1: Less than 50% effort and engagement and/or behaviours that prevents others from learning
2. Good effort and engagement with learning for most of the lesson with limited distraction
3. Consistently demonstrates a positive approach to learning and may have supported others in class
1 bonus point : When a group of learners work together and demonstrate a school value or go above and beyond expectations

The learner and teacher engage in a review of the lesson and the learner is informed of the points awarded for each lesson. The school promotes the ethos that every lesson is a new start and every day is a new day. Staff encourage learners who have had a difficult lesson or day to reflect on what didn't go well and then start again afresh.

Where a learner is unable to earn the three points for a consistently positive approach to learning, the team around them will review and reflect with the learner about what they could do differently, and what support may help.

Learners will be asked to meet the SLT behaviour lead at the start of each new week so they can share their achievement /behaviour points awarded that week. They will be given the choice to spend, save or share with a charity agreed by the school the points that they have earned.

Learners who chose to spend their points exchange their points for a reward valued between £1-£10 (100-1000 points). The learner will be presented with their points on a spreadsheet and shown how the points increase or decrease depending on the choice made to spend or save. In the case where the learner prefers to save their points for something different from the options offered, they are invited to search for an approved reward online and the behaviour lead will order the prize which will be available when they have achieved the required number of points.

In addition to the saving or spending of points converted to a monetary value, learners will be presented with certificates in assembly when they reach 500, 1000, 1500 or 2000 point milestones.

At the end of the year, the total behaviour reward points will be added to the learner's end of year report so that learners, parents/carers and staff can celebrate the achievements of each learner and see the impact of positive behaviours on their learning.

Appendix 9 Philpots Manor School Values

School values nomination boxes are placed in each classroom to encourage all staff and learners to make nominations for the value of the half-term. The nominations are monitored by the class teacher and discussed with individual learners on a regular basis so they recognise what a value looks like through a behaviour and receive recognition.

Each half-term, the class teacher will select which learners should receive further recognition by the Headteacher with a certificate for consistently demonstrating the value.

At the discretion of the Headteacher a class that has overall demonstrated a commitment to the value for the half-term will be rewarded with £20 to spend on a class treat.

Our 6 School Values



Appendix 10 : Flow chart of staff response to incidents

[Flow Chart of staff response to incidents](#)

Appendix 11

Lesson Monitoring Form (used to log engagement with learning)

Week Beginning:	Monday	Tuesday	Wednesday	Thursday	Friday
9-9.25 Tutor time					
9.25-10.10 P1					
10.10-10.55 P2					
11.15 – 12 P3					
12.00 - 12.45 Lunch L/S or P4 12-12.45					
12.45-13.30 P5 12.45-13.30 Lunch U/S					
13.30 – 14.15 P5					
14.15-15.00 P6					
15.00-15.30 Tutor time					
Total points per day					
Total points for the week					

5	Attends the lesson and completes the work (allowed to take 10 minutes time out)
4	Attends the lesson (not less than 75%) but leaves the classroom without permission at least once . Most of the work is completed (allowed to take 10 minutes time out if appropriate)
3	Attends the lesson approximately 50% of the time and completes some work (no timeout offered). Needs support to self regulate
2	Less than 50% attendance, limited or no work completed . Needs support to self regulate
1	Attends all or most of the lesson but does not engage in the learning
0	Non attendance (or less than 5 mins). Needs support to self regulate

Signed off by Class Teacher

Signed off by Deputy Head (Pastoral and Behaviour)

Appendix 12 Terms of Reference - Multi-disciplinary learner focus meetings

Definition:

A multi-disciplinary learner focus meeting is a child-centred meeting involving all the key staff who support a learner.

Purpose:

The meeting aims to;

- Enable staff to share their concerns, observations and/or feedback to others who work with the learner.
- Facilitate effective cross disciplinary problem solving in order to generate an action plan which addresses the concerns *or* evaluate the outcomes of a previously created action plan.

Criteria

A focus meeting would be triggered if;

- A pattern of high intensity incidents has been identified over 4 consecutive weeks. High intensity incidents are those that have resulted in or where there was a high risk of injury to self/staff/other learners or significant damage to property.
- There is a significant change in the frequency, duration and intensity of a learner's behaviours of concern over a week where the cause or trigger has not yet been established.
- There is no improvement in the frequency, duration and intensity of a learner's behaviours of concern despite support obtained from the Wellbeing, Therapy and Senior Leadership Teams.
- A learner exhibits a behaviour of serious concern on any occasion.
- A learner is on a reduced timetable due to challenges attending school on a full time basis.

The wellbeing team are responsible for monitoring incidents on a weekly basis and they will highlight, on this report, learners whom a multi-disciplinary learner focus meeting is recommended.

Class Teachers can request a multi-disciplinary learner focus meeting via Deputy Head (Pastoral and Behaviour)

Delivery

Deputy Head (Pastoral and Behaviour) will set the date and time for the meeting and be responsible for sending invites to the relevant staff members.

Team Members

Chair: Deputy Head (Pastoral and Behaviour) or SLT

Contributors: Class Teacher, a Class TA, relevant Therapists, member of the Wellbeing Team.

Standing Agenda:

1. Reason for meeting
2. Feedback from each contributor to include what is working well, what their concerns relate to and any observations from strategies being used.

Joint creation/updating of an action plan detailing action to be taken by whom and at what time. This may include strategies to trial, referrals to be made, further information to be obtained etc.

Appendix 13 Confiscation, searching and screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

1. Confiscation

Any prohibited items (listed in section 3) found in a learner's possession as a result of a search will be confiscated. These items will not be returned to the learner.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to learners after discussion with senior leaders and parents/carers, if appropriate.

2. Searching

2.1 Who may search a learner

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the learner, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the learner can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the learner; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the learner. During this time the learner will be supervised and kept away from other learners.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the learner is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the learner has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other learners. The search will only take place on the school premises or where the member of staff has lawful control or charge of the learner, for example on a school trip.

2.2 Before carrying out a search

The authorised member of staff will:

- Assess whether there is an urgent need for a search

- Assess whether not doing the search would put other learners or staff at risk
- Consider whether the search would pose a safeguarding risk to the learner
- Explain to the learner why they are being searched
- Explain to the learner what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the learner the opportunity to ask questions
- Seek the learner’s co-operation

If the learner refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead to try to determine why the learner is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the learner. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the learner harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a learner’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn’t worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

2.3 Searching learners’ possessions

Possessions means any items that the learner has or appears to have control of, including:

- Desks
- Lockers
- Bags

A learner’s possessions can be searched for any item if the learner agrees to the search. If the learner does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a learner’s possessions when the learner and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

2.4 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a learner was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

2.5 Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

2.6 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the learner may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

2.7 Strip searches

The authorised member of staff's power to search outlined above **does not enable** them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the learner's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the learner(s) involved. Staff retain a duty of care to the learner involved and should advocate for learner wellbeing at all times.

2.8 Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the learner's parents/carers to inform them that the police are going to strip search the learner, and ask them if they would like to come

into school to act as the learner's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The learner's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

2.9 Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the learner, except in urgent cases where there is risk of serious harm to the learner or others.

One of these must be the appropriate adult, except if:

- The learner explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the learner's decision and it will be signed by the appropriate adult.

No more than 2 people other than the learner and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the learner
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the learner, unless the learner specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the learner specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the learner could be seen by anyone else.

2.10 Care after a strip search

After any strip search, the learner will be given appropriate support, irrespective of whether any suspected item is found. The learner will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the learner may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any learner(s) who have been strip searched more than once and/or groups of learners who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

3. Screening

Philpots Manor School does not screen learners upon entry to or departure from the school.

Appendix 14: letters to parents/carers about learner behaviour – templates

First behaviour letter

Dear parent/carer name,

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our relationships and behaviour curriculum, which is set out in our relationships and behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other learners' property'.]

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert learner's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

—

Parent/carer name:

Parent/carer signature:

Date: _____

Second behaviour letter

Dear [insert parent/carers name],

Following my previous letter regarding the behaviour of [insert learner name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our relationships and behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Third behaviour letter

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert learner's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our relationships and behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, pastoral lead], to discuss the further support we will be putting in place for [insert learner's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Detention letter

Dear parent/carer,

I am writing to inform you that [insert learner's name] has been given a detention on [insert date] at [insert time].

The reason(s) for this detention are set out below.

Insert a brief description of the behaviour incident that led to the detention here.

If you would like to discuss this incident, please call the school to make an appointment.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent/carer name:

Parent/carer signature:

Date: _____