

Positive Behaviour Policy

This policy has several elements and focus on different areas of behaviour.

- Aims and principles
- Classroom Management
- Systems for managing behaviour
- Rewards and Sanctions
- Behaviour out of School
- Use of calm down, time out, peace places.
- Staff Guidance on managing behaviour in school
- Serious Incidents
- Searching pupils for prohibited items.
- Pastoral care for staff accused of misconduct.
- When multiagency assessment should be considered for pupils who display continuously disruptive behaviour.

This policy takes into account Golden Hill's previous policy for Positive Behaviour Management and the guidance from DFE (Department for Education) and LCC (Lancashire County Council)

This policy is not a standalone policy and should be read in conjunction with Golden Hill's other policies / appendices including...

- Home- School agreement (Appendix A)
- Pupil contract (Appendix B)
- Code of Conduct (Appendix C)
- Daily Points System including Points proforma (Appendix D)
- Peace Place Register (Appendix E)
- Peace Place Parental/ Carer Agreement (Appendix F)
- Use of Peace Places (Appendix G)
- Restrictive Physical Intervention Recording (Appendix H)
- Serious Incident Report (Appendix I)
- Fines Chart (Appendix J)
- Care and Control Policy
- Positive Handling Procedures
- British Values
- Prevention of Radicalisation and Extremism
- PSHE Policy
- Safeguarding Policy
- Attendance Policy
- Anti-bullying Policy
- Single Equality Policy
- SEN policy
- Health and Safety policy
- Teaching and Learning policy

All of which are available on Golden Hill's website. www.goldenhill.lancs.sch.uk

The effective education of the pupils attending Golden Hill is dependent upon the establishment and maintenance of positive behaviour throughout the School. Golden Hill seeks to maintain discipline through a positive approach to behaviour management.

There are four essential components in the structure: -

- The development of good teacher/pupil relationships through which empathy, understanding, fairness, and trust may be established.
- The use of restorative approaches to resolve any conflicts or disagreements where possible.
- Regular positive reinforcement of acceptable behaviour and effort through the Points System and bonuses.
- Parental Support- without which progress will be greatly affected.

Aims

- To develop a Positive Behaviour Management Policy supported and implemented by the whole School community, parents, teachers, pupils and managers, based on a sense of community and shared values.
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the School Curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property)
- To make clear to pupils the distinction between minor and more serious misbehaviour and the range of sanctions which may follow using a Restorative Approach.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- To teach our children to develop self-control skills (Access strategies to recognise their emotions and manage their emotional responses).

Expectations

At Golden Hill we ensure proactive, supportive systems promote good behaviour throughout school and ensure pupils learning is not disrupted by poor behaviour. Golden Hill has a consistent Positive Behaviour Management Policy which promotes and teaches our pupils to become responsible and respectful individuals who understand and demonstrate acceptable behaviour both in and outside of Golden Hill. The structure of the school day at Golden Hill is based upon the nurture approach outlined by Marjorie Boxall as a way to support pupils with social, emotional and behavioural difficulties.

In line with Team Teach and Nurture principles all staff at Golden Hill remain positive, calm and in control when managing pupils' challenging behaviours. All staff use de-escalation strategies and refer to pupil's individual education plan/ SEN Support plan/ Positive Handling Plan (where appropriate).

Physical Intervention is the last resort and only used where a child is at risk of injuring themselves, others or damaging property. (See use of reasonable force)

Section 1 Whole School Practises

Whole School Systems and Strategies to maintain high standards of behaviour.

In order to maintain high standards of behaviour Golden Hill staff...

- Deliver Values education to all pupils.
- Develop positive staff/ pupil relationships.
- Consistently use the 'points system' and 'bonus point' system to promote good behaviour.
- Praise, support and encourage pupils.
- Use Restorative Approaches to resolving difficulties between pupils.
- Provide highly structured lessons, which motivate and engage pupils in learning.
- Teach, reinforce and promote values based education.
- Ensure learning is differentiated and meets the individual pupil's needs.
- Set IEP targets that are SMART (specific, measurable, achievable, realistic, time) as frequently as required by the individual child- these should include a social, emotional and behavioural target.
- Plan and teach social skills directly and indirectly throughout the school day.
- Organise classrooms ensuring they are effective working environments and use seating plans where needed.
- Organise a child's curriculum according to their needs including nurture time where appropriate.
- Ensure pupils social and emotional needs are effectively met through implementing strategies suggested by other professionals and the use of social stories, visual timetables, intervention programmes etc.
- The use of Positive Handling Plans (PHP) which detail individual strategies which have been found to be effective for a pupil, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective they are named, along with alerts to any which have proved to be ineffective or which caused problems in the past. PHP's take account the age, sex, level of physical, emotional and intellectual development, special need and social context. The SLT who admits the pupil completes an Entry PHP for the pupil drawn from discussions with the parents, mainstream school or GHIST team if they have had prior involvement with the pupil. The Entry PHP is agreed with parents and signed by them during the pupil admission meeting. The Entry PHP is attached as an appendix to the pupil's first IEP and thereafter reviewed termly at the pupil's IEP meeting (or more frequently if required).

Ensure routines and structures are organised in order to ensure the pupils days run smoothly.

All adults working in school understand that no child chooses to behave in inappropriate ways. Behaviour is a way of communicating to others how individuals are feeling or in response to a situation. Our role is to educate the child, ensure they make progress and reduce the behaviour over time by implementing effective strategies to **prevent poor behaviour and give the child better ways to deal with their feelings and situations.**

Staff at Golden Hill must always be one step ahead. If a child persistently displays an aspect of challenging behaviour the staff must put alternative strategies in place to reengage the pupil with learning and prevent/ reduce the behaviour in which they are displaying.

Section 2 Code of Conduct

Golden Hill School Code of Conduct

The Code of Conduct has been formulated with the safety and wellbeing of the pupils in mind and to enable the school to function efficiently as a place of learning.

- All members of the School community are asked to respect each other.
- All pupils are expected to respect their teachers, other adults and fellow pupils.
- Pupils are expected to respect their own and other people's property and take care of premises, resources and equipment.
- Pupils should be well behaved, polite and attentive.
- Pupils must walk, not run, when moving around the school.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter straight away or if appropriate encourage the pupil to raise it as a complaint at the Daily Pupil Meeting.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will be dealt with very seriously, and may lead to review of provision.
- Foul, abusive, racist and homophobic language must not be used.
- Pupils must not bring into school any of the following prohibited items: **SEE SCREENING, SEARCHING AND CONFISCATION**
- Pupils must not bring any electronic devices in to school including mobile phones, iPads and tablets, handheld games consoles such as PSPs and Gameboys
- Pupils must wear School Uniform. All pupils admitted onto the full time roll at Golden Hill will be given one Golden Hill sweatshirt and polo shirt. These items have Golden Hill's logo embroidered on the front. This encourages our pupils to have self-respect for their appearance and to feel part of our school. As pupils move toward reintegration they will purchase the sweatshirt of their new mainstream school – this will encourage them to be proud of their new school and to understand they will be reintegrating and moving on. Additional polo shirts and sweatshirts will be available to purchase from the Office at cost price. Pupils on referral in-house places will continue to wear the uniform of their mainstream school. The PE uniform is plain t-shirt, shorts and plimsolls.
- Jewellery/make up is not to be worn. Pierced earrings are not acceptable. Shoes are to be worn (not trainers or heavy boots) All pupils should be encouraged to bring a coat to school daily.
- Hairstyles for both boys and girls should be neat and appropriate for school. No outlandish or extreme hairstyles such as "tram lines" or Mohicans are permitted. Girls with shoulder length hair or longer should wear their hair tied up.
- Pupils are expected to attend Golden Hill daily and punctually

Section 3 Screening, Searching and Confiscating

Screening

Staff at Golden Hill are vigilant at all times to the possibility that a pupil may have brought a prohibited item into school. This vigilance begins when pupils walk through the door at the beginning of the day. Staff welcoming pupils into the School complete casual, visual checks of pupils as they arrive and get a sense of how the pupils are arriving e.g. in an agitated state, upset etc. Similarly classroom staff will also monitor pupils for their presentation and demeanour.

If a member of staff has a concern about how a pupil is presenting he/she will ask if the pupil is OK. If, depending on the answer of the pupil the staff member remains concerned he/she will seek the guidance and support of a member of the SLT. The pupil will then be asked if they have any item on them which is prohibited. If so they are asked to surrender the item to staff safely. If the pupil states that they do not have any prohibited item but if staff continue to have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item the pupil will be requested to turn out their pockets and/or agree to the SLT member looking in the pupil's bag or locker. **This represents Searching with Consent.**

Searching without Consent

If a pupil refuses to allow the SLT member to search with consent and the concern remains that the pupil has on their person a prohibited item, the SLT member will contact the parents / carers and inform them of their concerns. The parents/ carers will be asked to attend Golden Hill as soon as possible.

In addition the local Police will be contacted by the SLT member and a request made for assistance.

Confiscation of Prohibited Items

Golden Hill staff have the right to seize any prohibited item found as a result of the pupil volunteering the item or being found as a result of a search with consent by staff. They can also seize any item, however found, which is considered harmful or detrimental to school.

Prohibited Items

Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images.

Any article that the member of staff 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 pupil)

Section 4 School Rules

Golden Hill School Rules

- We will comply with all adult requests
- We will show respect for each other.
- We will wait for our turn to speak.

- We will speak politely to everyone.
- We will complete the tasks set

Taxi Journeys- Transport to and From School

The majority of pupils attending Golden Hill are eligible to be provided with transport to and from the school (LCC Transport policy) .Transport is commissioned from the Integrated Transport Unit at LCC. However the school works very closely with the transport department and passenger assistants who are also employed by LCC Travel Care.

There are clear expectations for the taxi journeys to school. Children are rewarded by earning bonus points awarded by the Passenger assistants which tie into Golden Hill's behaviour system.

Taxi Rules

- We will keep our seatbelts on at all times
- We will sit sensibly
- We will talk politely and appropriately to others
- We will follow adult instructions straight away.

At the end of each day the children leave Golden Hill with a Taxi chart. The Passenger Assistant gathers these charts together and marks on each child's taxi charts either a tick or cross depending on whether the child has kept the taxi rules on the journey or not.

The Passenger Assistant can give feedback to the child's parents on pick up and drop off times.

Each morning Golden Hill staff liaise with the Passenger Assistants.

General feedback is given by the Passenger Assistant and any specific issues regarding the children's' behaviour is communicated to Golden Hill staff who ensure information is then shared with the Classroom staff and any inappropriate behaviour dealt with before the formal start of the day

If a child is persistently unsafe, abusive or does not follow the rules the LCC will suspend transport and order a pupil risk assessment, to be carried out by LCC, before committing to transporting the pupil again. Should this situation arise it is the parent's/ carer's responsibility to ensure the transport of their child to and from school and work in collaboration with Golden Hill to prevent these behaviours occurring.

Golden Hill works closely with the child, parent and the LCC transport unit in order to ensure the child is transported safely to and from school.

Lunchtime Rules

- We will walk quietly and calmly into the Lunch Hall and sit down straight away.
- We will use good table manners at all times.
- We will use a knife and fork appropriately.
- We will clean and tidy away our trays.
- We will talk quietly and discuss appropriate topics

Lunchtime Supervision

At lunchtime, supervision is carried out by TAs, HLTAs and Senior Management staff on a rota basis. Supervision at the School consists of reminding children of the standard of behaviour expected but also direct teaching of social and interactional skills in the dining hall and on the playground.

Any difficulties or problems at lunchtime, playtime, are dealt with in the Daily Meeting, after lunch play, when all children are given the opportunity to voice their complaints or grievances. The problems are discussed, negotiated and settled using a Restorative approach before the start of the afternoon lesson.

**Section 5
Incentive Scheme: The Points Economy**

Points System

Golden Hill's Incentive scheme is based on a Points Economy through which pupils are rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

Pupils are awarded points during each lesson, and for Lunch and playtime for:

**Good work
Achieving their behaviour target
Presentation of their work and themselves
Keeping our rules.**

GOLDEN HILL: POINTS SYSTEM

Activity	Time	Daily points
Journey to /from School	8.50 – 9.15	10 bonus points
Registration/ Social skills Intervention Breakfast	9.15- 9.30	5
Lesson 1	9.30 -10.20	10
Morning Playtime	10.20-10.35	5
Lesson 2	10.35-11.30	10
Lesson 3	11.30-12.00	10
Lunch	12.00-12.30	5
Lunch Play	12.30- 1.00	5
Pupil Daily Meeting	1.00- 1.30	5

Lesson 4	1.30- 2.30	10
Total Points		65
60 Point, or more earns An 'Option Activity' in the afternoon/ If insufficient Points are earned the pupil attends a Compulsory Lesson (Comp)	2.35-2.55	Option
Return to class	2.55-3.00	

Home/School Diaries and Home Targets

Pupils take a Home/ School diary home each day, in which the teacher records the pupil's points score for the day and communicates with parents/ guardians.

Where appropriate, Home School Targets may be set in collaboration with the parents/guardians. Pupils who achieve their Home School Targets are awarded 5 bonus points at School each day.

Daily Structure: Social Skills Breakfast

Our Registration period is incorporated into our Social Skills Breakfast session and is very important as it is the first session of the new school day where staff welcome children and are able to talk to them and offer emotional support with anything that may be worrying them. Children also have a chance to engage in social play and develop their interpersonal skills through a variety of planned activities the staff have organised for each day.

Daily Meetings

Daily Meetings are held at 1.00- 1.30pm after lunch play, staff and all pupils attend the meeting.

Restorative Approaches

The meeting operates a Restorative Approach providing pupils and staff with the opportunity to bring to the meeting any complaints they may have, involving other pupils or staff or an unresolved dispute. The pupil bringing the complaint to the meeting outlines the complaint and the other pupil has the opportunity to respond. In most situations disputes are resolved quickly and appropriate action is taken, for example: pupils apologising; for other more serious incidents a fining system is levied with the "harmed" being given an opportunity to decide the level and place (card/ bonus points) the fine is taken from the "harmer".

Within this meeting the children are directly taught to discuss, negotiate and reason. They are rewarded for bringing their grievances to this meeting, rather than retaliating. Sometimes issues cannot be resolved by the "harmer" and the "harmed" and the adult must make the final decision.

Values: Theme of the Week

A Theme of the Week linked to the Values Based Education curriculum is introduced on a Monday and children are praised and rewarded with 40 bonus points if they demonstrate using this skill within school or at home during the week.

Pupil Showing

Pupils have the opportunity to show and talk about an item of their choosing. Classes are organised on a rota with each class having one meeting per fortnight in which to show.

Section 6 Rewards

Bonus Points

Pupils can also earn bonuses for exceptional, special behaviour and activities.

GOLDEN HILL: BONUSSES

Type of Bonus point behaviour	Appropriate bonuses
Excellent behaviour, kindness/ exceptional work	1- 2 bonus points
Home Targets	5 bonuses per target- daily.
Good taxi journey to/ from school	5 bonuses each journey.
Completing homework task	5 bonuses
Reading to an adult	5 bonuses
Nomination for Theme of the Week	40 bonuses
Ignoring inappropriate behaviour of other pupils	At staff discretion

Bonus points are saved in a "Bank" and pupils have the chance to spend these bonuses on a Friday in the Bonus Bank meeting on small gifts and treats. Pupils also have the option to save their bonuses over a half term towards a bigger treat such as a Biking session, baking a cake or playing on the School's X-box

Lunch Play Reward

Pupils are rewarded for outstanding behaviour and good manners during lunch playtime through a raffle ticket system. Each good lunch play results in a raffle ticket. On a Friday at the Bonus Bank Meeting a lucky raffle ticket is pulled from the jar. The pupil with the winning ticket receives the Lunchtime Play Award for the week to display in their classroom.

The Golden Book

At each Wednesday pm staff meeting, staff nominate pupils they feel should be acknowledged for their work, behaviour or attitude. These pupils receive a certificate in the Golden Book which is shared with pupils in the Daily Meeting on a Thursday.

Star of the Day Nomination

Each day one pupil in each class is selected to be the Star of the Day. This pupil will have demonstrated at excellent attitude to their work/ behaviour the preceding day. The pupil is told they are the star of the Day in the morning and wears a Star of the Day badge, receives 20 bonus points and has the opportunity to choose their option at the end of the day.

Other Incentives

Individual Certificates celebrating achievements are awarded throughout the day, week and term, for Achievements, E.g. Improved Reading, Good Playtimes and attendance etc. In addition, all staff give verbal or written praise as often as possible.

Section 7 Peace Places

Peace Places

The Peace Place is an integral part of Golden Hill's Positive Behaviour Management Policy. The Peace Place is used as a positive means by which a pupil can withdraw from the classroom or other area when he /she is experiencing difficulties.

Pupils at Golden Hill are directly taught to use the Peace Place as a coping strategy, i.e. instead of hitting out, losing control, or arguing; just as parents would ask a child to go to their bedroom to calm down, but to return when they feel more in control and able to resolve their difficulties.

The Peace Place is NOT a punishment. It is purely a means by which the teacher can continue to teach and the pupil can reflect upon his /her behaviour away from the situation.

Golden Hill has 3 Peace Places. All parents and pupils visit the Peace Places and have the use of the Peace Place explained to them as part of the Admissions process at Golden Hill. All pupils and parents/ guardians sign to agree to the use of the Peace Place.

Monitoring Time Out in the Peace Place

Pupils who use the Peace Place are recorded in the Class Peace Place folder. The Peace Place folder records the date, time, duration and reason why the child spent in time in the Peace Place and which member of staff managed the situation; the register also details whether the incident was a Serious Incident and if the door has had to be held for a maximum of 3 minutes for the safety of other pupils, staff and the pupil themselves. Also recorded is whether the child self-referred (SR), whether the pupil made the decision to go to the Peace Place once prompted by staff- both of which are positive means of self-control; was directed by a member of staff at which point the child took themselves or that the child was escorted to the Peace Place involving the use of physical intervention by staff.

The Class Peace Place folder is monitored weekly by the Head Teacher and discussed with the pupils at the weekly Group Counselling sessions. The monitoring of the Class Peace Place folder provides information on how well the pupil is responding to the behaviour systems in place and internalising the strategies the pupil is being taught at Golden Hill.

Section 8 Sanctions

Sadly, there will be times when our pupils do not behave in a socially appropriate manner. Children need to discover where the bounds of acceptable behaviour are, as this is part of growing up. Our Positive Behaviour Management Policy states these boundaries firmly and clearly. Our pupils are made aware that they are responsible for their own actions and that actions have consequences; positive or negative.

GOLDEN HILL: FINE SYSTEM

Physically hurting another person	40 points
Spitting at another person	40 points
Racist and Homophobic name calling	40 points
*These fines are taken directly from the child's daily points resulting in an automatic "comp"	
Verbal threatening another person	30 points
Provoking	30 points
Absconding from the premises (halved if child returns within 10 minutes)	30 points
Deliberately damaging property	30 points
Name calling	30 points
Out of Area	10 points
Refusing to go to the Peace Place	10 points
Noisy Peace Place	10 points
Any socially unacceptable action e.g. swearing	10 points

Section 9 Recording and Reporting

Each pupil has a daily behaviour record. This is where the Teacher or TA record the pupil's daily behaviour. Any occasion where the pupil has used the Peace Place is also indicated on the pupil's daily behaviour record.

The children do not have any consequences applied if they use the Peace places appropriately. However, if a pupil continually use the Peace place to avoid learning then the pupil will be expected to catch up on their work in their time and a consequence is applied. (Loss of points / Deduction of bonus points)

If a child has been directed by staff to take time out from the classroom in the Peace place because they have become out of control then the Peace place register will be completed with exact details in order to monitor, track, analyse and plan alternatives for that child. The Peace place registers are monitored weekly alongside the weekly behaviour records. The Senior Leadership monitor and scrutinise each pupil's use of the Peace place in order to monitor each pupil's progress in regard to moderating their behaviour and to analyse the relative success of the behaviour support strategies being implemented by staff. This information is shared at the weekly staff meetings when staff analyse the behaviour progress of pupils.

If a child is extremely distressed / or involved in a series of incidents throughout the day staff will ring home and inform parents / carers and discuss events at school. Parents may also be able to inform school if there have been any changes in behaviour at home which could be worrying or upsetting the child. We aim to ensure both school and families work closely together in order to support the child and improve their behaviour and wellbeing.

Staff that physically intervene and/or escort pupils are trained and this training is kept up to date. The use of physical intervention is a last resort in order that a pupil does not injure themselves, others or significantly damage property. At all times children are encouraged and cued by staff to take themselves to the Peace place.

If a pupil causes damage, swears, hurts someone or repeatedly shouts and bangs whilst using the Peace Place this information is recorded in the pupil's behaviour record and in the Peace Place register.

Staff judge each pupil incident as it occurs and if deemed significant then a serious incident form will be completed. These are recorded in the Serious Incident Book.

Section 10 **Minor Breaches of discipline**

Minor breaches of discipline

The class teacher or TA usually deals with minor breaches of discipline, in a caring, supportive and fair manner, with some flexibility regarding age of child, as far as sanctions are concerned.

Normal consequences include:

- A verbal reprimand and reminder of expected behaviour
- Discussion in group or whole class
- Loss of points (either from their daily total, or from their "Bank" e.g. a "fine")
- Loss of free time such as playtimes, or "Options"
- Moving the pupil to work alone
- Sending work home
- Letters of apology/verbal apology
- Use of child's own time to catch up missed work etc.
- Damage to school property / others property -this would ask for a contribution towards repair or replacement of damaged items.

Letters home to parents

At times there may be the need to send a formal letter home to parents regarding their child's behaviour. We have set formats that would go home following incidents where the following behaviour's have been displayed.

Parents/carers are asked to return the letter reply slips outlining the discussions they have had with their child. If reply slips have not been returned the class teacher will follow up with a phone call home to parents/ carers.

The class teacher will keep a chronology of letters sent home. If more than 5 letters have gone home during a term the head teacher will contact parents/ carers and arrange to discuss the behaviour and discuss next steps.

Internal Isolation/ 1-to-1

At times a child may persistently behave in an unsafe manner which is disrupting the other children from their learning and as a result Internal Isolation/ 1-to-1 support is required. During this period the pupil works outside of the classroom with an adult completing work set by their class teacher. Interaction is limited and the child is expected to work through the tasks set, discuss why they are having 1 to 1 time and earn their way back to class to be with their peers.

Section 11 Major Breaches of discipline

Major breaches of discipline

- Physical assault on another child or member of staff
- Deliberate damage to property
- Leaving the school premises without permission
- Obscene language and verbal abuse.
- Refusal to comply with necessary and reasonable teacher requests.
- Disruptive behaviour in class.
- Racist name calling.
- Bullying

The Head Teacher/ Deputy Head Teacher will be informed of major breaches of discipline. Serious incidents forms will be completed by staff as required within 24 hours. Incidents will be monitored and reported to parents. Further sanctions will be discussed working closely between home and school.

Procedures for Dealing with Major Breaches of Discipline

Major Breaches- STAGE 1:

Step 1

When staff give a verbal acknowledgement of unacceptable behaviour with a request for the child to refrain; (this includes negotiation, care and control)

Step 2

When staff give a further verbal reprimand stating:

This is the second request for compliance and an explanation of why the observed behaviour is unacceptable.

At this point the staff member asks the child to take some Time Out* in the Peace Place, away from the situation in order for the pupil to moderate their behaviour, gain self-control and consider what the teacher has said.

NB: In most situations the child responds to this request and will leave the classroom and return within a few minutes, much more in control and able to continue with his/her work.

AT THIS POINT THE CHILD MUST BE WELCOMED BACK INTO THE CLASSROOM BY THE TEACHER, and the incident dealt with later.

However, if the child refuses to take this option and continues to place him or herself at risk or there is damage to property, or the child continues to engage in any behaviour which is significantly prejudicial to maintaining order and discipline at Golden Hill or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere, then the child will be escorted to the Peace Place by a member of staff.

Step 3

The staff member will then state their intention to take the child to the Peace Place.

Step 4

The staff member will physically intervene if necessary, in escorting the child to the Peace Place.

Where possible, two members of staff will escort the child to the Peace Place.

If the pupil is distressed or violent, then a staff member will remain just outside the open door until the child is calm. Immediately the child is quiet and has regained an element of control, he/she is encouraged to return to class, and advised to deal with the problem in a more appropriate manner. However, if the pupil continues to remain out of their own control within the Peace Place and repeatedly tries to remove themselves from the Peace Place to assault staff and other pupils the Peace Place door will be held closed for a few moments until the pupil has calmed down .

If the pupil continues to remain out of control, then a 'third party' intervention strategy may be implemented in order for an 'objective' mediator to break the pattern of behaviour and re-establish control.

THESE PROCEDURES AND STEPS ARE DETAILED IN THE POLICY FOR CARE AND CONTROL and must be read in conjunction with this policy.

Major Breaches- STAGE 2

If the problem is severe or recurring then the parents or guardians will be contacted by the Headteacher and a Pupil Review meeting called to discuss other strategies and the involvement of other agencies e.g. Child and Adolescent Mental Health team, Educational Psychologists, Counselling Service etc.

The child's Individual Education Plan and Positive Handling Plan will be reviewed and agreed strategies implemented. A Pupil Behaviour Contract will be written.

Major Breaches - STAGE 3

If the problem remains severe and recurring and there is daily risk to children and staff within the School, then the Headteacher may implement Fixed Term Exclusion Procedures, whilst further investigations and strategies are considered, alongside a risk assessment of the pupil.

Major Breaches - STAGE 4

If after further investigations and the implementation of further strategies, the child's behaviour remains a considerable risk to all staff and children within the School, a Risk Assessment will be undertaken and a permanent exclusion maybe issued.

Monitoring the Serious Incident Book

The Serious Incident Book is used to record:

- Any incidents involving a child, or anyone employed in the School which results in personal injury or damage to property
- Loss or theft of property
- Any other incidents or matters of a serious nature

Challenging behaviours which jeopardise the health and safety of staff and children:

- Physical abuse.
- Assault.
- Defiant refusal to comply with normal and reasonable staff requests
- Absconding from school premises
- Climbing where a pupils feet are off the ground

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc.).

The Serious Incident Book and RFI and serious incident report can be found in the Headteacher's Office. If an injury to a pupil/ staff member or another adult has occurred, an HS1 form is completed on-line and all documents (RFI and Serious Incident Reports) are cross-referenced.

(See the Care and Control Policy)

The Head Teacher monitors the Serious Incident book on a weekly basis. Serious Incidents are discussed by staff in the daily debriefing sessions and weekly at the staff meeting in order to ensure all staff are aware of serious incidents and have agreed appropriate behaviour management and risk reduction strategies.

Section 12 Use of Reasonable Force/ Restrictive Physical Intervention

At Golden Hill we have a duty to keep children and staff safe from harm. On occasions Restrictive Physical Intervention (RFI) is used when a child becomes at risk of physically hurting themselves, another pupil or staff member. RPI may also be used if a pupil is seriously damaging property, or as a means of searching for prohibited items such as weapons, drugs, stolen items.

Staff at Golden Hill are Team Teach trained and as such are highly skilled in using de-escalation techniques. Before reasonable force is ever used every other possible measure will have been exhausted.

All staff receive Team Teach training which is reviewed and updated every 2 years. (Appendix H) All staff regularly are refreshed and revisit the Team Teach principles, strategies and positive handling techniques every year. In addition Team Teach workshops are held, as required to focus on specific pupils who present with specific aggressive behaviours, through the school year.

Golden Hill's Peace Places provide a safe place for pupils to calm down. The Peace Places are used to prevent restraint and reduce the need to physically handle a child/ hold a child. It also enables the child to calm more quickly. It is very distressing for children and staff when they have been involved in a restraint. At Golden Hill we aim to prevent restraint and the use of restrictive physical intervention. This is why we encourage children and teach them to take "time out" and withdraw from situations to begin to self-regulate and not react to others.

For further information see the full Use of Restrictive Physical Intervention / Care and Control Policy. At all times following incidents where restrictive physical intervention has been used.

- The pupils must have time to debrief, repair and a period of recovery.
- Staff must have access to debrief and support.
- Parents must be informed.

Section 13 Exclusion

Exclusion

Although pupil exclusions are rare at Golden Hill there are times where exclusion is used. School works hard to prevent exclusion and every strategy will have been put fully in place before the decision to exclude is made. However, there are times when a child is presenting such a risk that measures have to be put in place to safeguard the child in question, the other pupils and protect the staff.

The Head Teacher decides whether to exclude a pupil, for a fixed term or permanently, in line with Golden Hill's Positive Behaviour policy, taking into accounts all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

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

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

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion

Section 14 Preventing Bullying

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

At Golden Hill a full policy to prevent and tackle bullying is in place. The school treats allegations of bullying seriously through gathering further information and working with the pupils in question to prevent bullying from occurring and put in practical measures to support children. The curriculum at Golden Hill teaches the children about bullying and the mechanisms to report bullying. It outlines support for pupils and the school has created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear

understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and **pupils** who set a good example to the rest. Parents will be informed if the school have concerns regarding their child's behaviour or if the school believes their child is vulnerable – following the schools safeguarding policy.

Criminal Law

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Head Teacher.

Section 15 Behaviour Out of School

“Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Head Teachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.’”

The school actively promotes acceptable social behaviours out of school hours and this is part of the schools PSHE curriculum. However it is not the sole responsibility of the school and parents/ carers must take responsibility for their child's behaviour. We will ensure that we tackle and deal with any incidents of bullying, cyber bullying, and teach pupils e-safety. Any bullying behaviours will be dealt with through school and through working with the police and other agencies as required. Every child has the right to feel safe.

If a pupil engages in antisocial behaviour out of school hours the school will support parents and other agencies in dealing and managing the pupil's behaviour. Golden Hill seeks to support the pupils and work through behaviour out of school. School will offer support and strategies for parents through our family liaison worker.

Section 16 Roles and Responsibilities

The Members Committee is responsible for setting general principles that inform the School's Positive Behaviour policy. The Members Committee must consult the Head Teacher, school staff, parents and pupils when developing these principles. The Members Committee should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

Head Teachers are responsible for developing the Behaviour policy in the context of this framework. The Head Teacher and the SLT (Senior Leadership Team) have set out the standards of behaviour expected of pupils at the school and outlined in this policy how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour.

The Positive Behaviour policy outlines measures that are in place to prevent bullying. This policy is published on the school website and reviewed annually by the Head Teacher and SLT. Teachers, teaching assistants and other paid staff with responsibility for pupils MUST use the policy in order to support pupils and manage pupils whose behaviour is unacceptable.

The Head Teacher and SLT are responsible for monitoring the effectiveness of the Positive Behaviour policy and ensuring high standards of pupil behaviour. The Head Teacher and SLT are also responsible for monitoring the staffs' management of challenging behaviour by ensuring that all staff follow the protocols and procedures outlined in this policy.

Section 17 Parental Responsibility

Schools are required to have and to ask parents to sign, a Home-School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance. This is completed at the admission meeting for all pupils. (Appendix A) Copies of this are retained in the pupils file and a copy is then sent to parents.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements. It is the expectation and a legal requirement that the parents / carers of all pupils attending Golden Hill must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100).

The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

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

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120). [These have been increased as of 1st Sept 2012]

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

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school. Failure to attend may make it more likely that the local authority will apply for a Parenting Order.

Section 18 School Support Systems

If Golden Hill staff believe/ suspect or are informed that a child is suffering, or is likely to suffer, considerable harm staff will follow the School's Safeguarding policy. Information would be given to the

Designated Safeguarding Lead (DSL) for Child Protection - Allison Collinge and/or the Back-up DSL: Sarah Barrett and Sue Payne.

If a child's behaviour causes great concern a multi-agency meeting will be held in order to further assess the needs of the pupil / family and work toward desirable outcomes. This may include inviting/ referring to...

- Educational Psychologist (EP)
- Special Educational Needs and Disability Officer (SENDO)
- Child and Adolescent, Mental Health Service (CAMHS)
- Children Social Care (CSC)
- Police Community Support (PCSO)
- Any other agencies that may be able to support further.

At all times Golden Hill will try to support parents and pupils. We aim to improve the behaviour of the children in school and out of school where possible within the schools resources and staffing structure. A review for every pupil will be held every term and behaviour will be discussed. Strategies and further support will be offered where appropriate. It is expected that parents will work with Golden Hill in partnership in order to improve the outcomes for their child.

Section 19 Consultation Monitoring and Evaluation

All staff have been consulted in the writing of this policy. Staff have read, understand and agreed to the implementation of this amended Behaviour Policy.

This policy is to be ratified by the Members Committee on

This policy will be monitored through lesson observations, informal monitoring –observing practice across school and behaviour monitoring, (debrief discussions, IEP's, record of Peace Place, pupil behaviour files, Serious Incident and RF1 reports etc.)

This policy and practice will be evaluated throughout the year and formally on a yearly basis.

Section 20 Complaints Procedure

If a parent/ carer wish to make a complaint then they should contact the Head Teacher or chair of the Members Committee. The complaint will be dealt with efficiently following the schools complaint procedures.

Complaints about the use of Restrictive Physical Intervention / Reasonable Force

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated. The Lancashire Designated Officer (LADO) will be contacted by the Head Teacher to support the school and investigate the allegation in greater detail.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher/ teaching assistant, the school should ensure that the teacher has access to a named contact that can provide support.
- The Members Committee should always consider whether a teacher/ teaching assistant has acted within the law when reaching a decision on whether or not to take disciplinary action against the staff member.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.
- All staff have access to Employee Service Counselling and Support