

# **GOLDEN HILL (SHORT STAY) SCHOOL**



## **Policy for Positive Behaviour Management**

**Amended: September 2022**

**Next review: September 2023**

This policy has been impact assessed to ensure that it does not have an adverse effect on race, gender or disability equality.

## **GOLDEN HILL'S POSITIVE BEHAVIOUR POLICY 2022-2023**

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 Safe Spaces, the Zone and 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 Parent/ Carer Agreement (Appendix A)
- Pupil Contract (Appendix B)
- Code of Conduct (Appendix C)
- Daily Points System including Points proforma (Appendix D)
- Peace Place Record (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)
- Stage 4 Referral Pupils (Appendix K)
- Care and Control Policy 2021-2022
- Positive Handling Procedures
- British Values
- Prevention of Radicalisation and Extremism
- PSHE Policy
- Safeguarding and Child Protection Policy
- School Attendance Policy
- Anti-bullying Policy

- Single Equality Policy
- Special Educational Needs Policy
- Health and Safety Policy
- Teaching and Learning Policy

**All of which are available on Golden Hill's website.**

**[www.goldenhill.lancs.sch.uk](http://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 Pupils 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 Pupils 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 mental health 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 pupils' SEN Support plans/ Educational Psychologist reports and recommendations and Positive Handling Plans (where appropriate).

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

## **SECTION 1 WHOLE SCHOOL PRACTICES**

### **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.
  - Organise each pupil'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.
  - Ensure maths and English learning is differentiated and meets the individual pupil's needs.
  - Teach, reinforce and promote values based education.
  - Organise classrooms ensuring they are effective working environments and use seating plans where needed.
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- Ensure routines and structures are organised in order to ensure the pupils days run smoothly.
  - All adults working in school understand that no pupil 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 pupil, ensure they make progress and reduce the behaviour over time by implementing effective strategies to prevent poor behaviour and give the pupil better ways to deal with their feelings and situations.

- Staff at Golden Hill must always be one-step ahead. If a pupil 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 which they are displaying.

### **Risk Behaviour Management and Personal Handling Plans**

On entry to Golden Hill most pupils arrive with a mainstream school Behaviour Risk Management Plan. This Plan is reviewed by the Deputy Head Teacher who identifies any specific risk factors and plans accordingly.

If a pupil needs a greater level of support a specific Personal Handling Plan will be devised in consultation with staff.

The PHP details individual de-escalation strategies and specific Team Teach techniques are named, along with alerts interventions which should not be used. PHP's take account the age, sex, level of physical, emotional and intellectual development, special need and social context.

## **SECTION 2 PUPIL CODE OF CONDUCT**

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

### **Hygiene:-**

- All pupils will adhere to the school's hygiene protocols which include washing their hands with warm water and soap for at least 20 seconds when requested to do so by staff: On entry to school, before and after eating (breakfast/ lunch/ fruit and snacks) after playtimes, after coughing or sneezing into their arm or tissue and after using the toilet.
- All pupils will follow the "Catch it Kill it Bin it" protocol by catching their cough or sneeze into a tissue or if a tissue is not immediately available, into the crook of their arm/ onto their chest. Tissues should then be placed in the bin and hands washed.

### **Physical contact/ Use of the Safe Spaces, Zones and Peace Places**

- All members of the School community are expected to respect each other.
- All pupils, if asked to by staff will take themselves to the class / playground safe space, either Zone or Peace Place.
- If a pupil has a grievance involving another pupil in another class this should be reported to their teacher who will deal with the matter straight away or if appropriate encourage the pupil to raise it as a complaint at the class's Daily Pupil Meeting or whole school meeting (held after lunch play)
- Physical violence is never acceptable, neither is retaliation.
- 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.
- Pupils will wear School Uniform.
- Jewellery/make up is not to be worn. Pierced earrings are not acceptable. Black school shoes or trainers maybe worn but should be entirely black with no logos or stripes. Heavy boots are not permitted. All pupils should be encouraged to bring a coat to school daily.
- Hairstyles for both boys and girls should be their natural hair colour, neat and appropriate for school. More extreme hairstyles such as “tram lines” are not permitted. All pupils with shoulder length hair or longer should wear their hair tied up.
- Pupils are expected to attend Golden Hill punctually each day.

### **SECTION 3 SCREENING 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 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. Staff also check with the taxi Passenger Assistants.

#### **Searching with Consent.**

If a member of staff has a concern about how a pupil is presenting he/she will ask if the pupil is OK. 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/ items to staff safely. If the pupil states they do not have any prohibited item but staff continue to have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item staff will call for a member of the SLT. The SLT staff will request that the pupil takes himself/ herself to go to the Peace Place, once there to turn out their pockets, agree to staff looking in the pupil’s bag or locker, and allow staff to complete a “Pat down”. An SLT member with one other staff member in attendance completes a “Pat Down” of the pupil. The SLT member is to wear appropriate PPE: a face covering or protective visor.

An SLT member using their hands and an electronic hand held metal detector completes “Pat Downs”. “Pat Downs” consist of the SLT member passing the hand held metal detector over the child’s arm, torso and legs, followed by a hand “pat down of the arms, torso and legs. A pupil’s shoes/ socks are also checked.

“Pat Downs” are completed by an SLT member in a Peace Place for safety and discretion.

### **Searching without Consent**

If a pupil refuses to allow staff to search with consent and the concern remains that the pupil has on their person a prohibited item, the classroom staff will inform an SLT member who will repeat the request to search the pupil. If the pupil again refuses, the SLT member will contact the parents / carers and inform them of their concerns. The parents/ carers will be asked for their permission for an SLT to complete a search of their child and his/ her property. The SLT member will inform the child that their parent has given verbal permission for staff to complete a search of their person and belongings. On most occasions, this will be sufficient for the child to agree. The search and subsequent “Pat down” will be completed by the SLT who will wear the appropriate PPE as stated in the section above.

If the child still refuses to allow a search, the Parent will be contacted again and asked to attend Golden Hill as soon as possible to complete the search themselves. If a Parent is unavailable/ unable to attend the SLT member will contact the local Police 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)

### **Consequences**

Should a pupil bring a prohibited item into school, the pupil will face the consequences in line with Golden Hill’s behaviour policy and range of sanctions ranging from fining and loss of points to seclusion/ fixed term exclusion.

### **Transport Risk Assessments and Golden Hill Risk Assessments**

Pupils who have been excluded from mainstream school for a violent assault, taking a prohibited item into school or threatening to assault a member of staff will be subject to both an LCC Transport Risk Assessment and a Golden Hill Risk Assessment. The outcome of these risk assessments maybe that the pupil is to have a “pat down”/ search before getting onto the taxi in the morning. The parent (or their representative) completes this “pat down” in front of the taxi Passenger Assistant. On some occasions, the Passenger Assistant will be the parent himself or herself and they will accompany the child to school in the taxi.

On arrival at Golden Hill the pupil is “patted down” again before entering the classroom in line with the procedures stated above. At the end of the day, an SLT member in the presence of another staff member pats the pupil down again before getting on to the taxi.

Written consent is gained from parents/ carers via a Parents’ Agreement for Searching and “Pat Downs”- this written consent is scanned and stored in the pupil’s electronic file kept in the school office.

In response to COVID-19 Lancashire LA have issued further guidance:-

## **SECTION 4 SCHOOL RULES**

### **Golden Hill School Rules (Displayed in every classroom and communal area in school)**

- If asked by a member of staff to use a Safe space, Zone or Peace Place we will do so immediately by walking calmly to the area.
- If we need to sneeze or cough, we will “Catch it, Kill it, and Bin it” and put the tissue into the lidded bin in class and wash our hands straight away.
- We will show respect for ourselves and each other.
- We will wait for our turn to speak.
- We will speak politely to everyone.
- We will complete the tasks set by the teacher to the best of our ability.

### **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 employed by LCC Travel Care.

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

### **Taxi Rules (Displayed in the Entrance/ Exit corridor in school)**

- We will stay in our allocated seats with our seatbelts on at all times
- We will maintain hygiene protocols by:-
- Using a tissue to “Catch it, Kill it, Bin it” if we have to cough or sneeze. We will then place the tissue in the Passenger Assistant’s plastic bag.
- We will talk politely and appropriately to others at all times.
- We will follow adult instructions straight away.



The Passenger Assistant gives feedback to the pupil's parents on pick up and drop off times as to how their child have been during the journey.

Each morning at Golden Hill the SLT receive general feedback from the Passenger Assistant and any specific issues regarding the pupils' behaviour is communicated to class staff.

If a pupil 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 will be the parent / 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 pupil, parent and the LCC transport unit in order to ensure the pupil is transported safely to and from school.

### **Lunchtime Rules (Displayed in each KS2 class and the dining room)**

- We will wash our hands before and after eating.
- We will walk quietly and calmly into the Lunch Hall and sit at our designated class tables.
- When asked to by the staff at our table we will line up at the kitchen hatch and collect our food.
- We will use good table manners at all times.
- We will use a knife and fork appropriately.
- We will talk quietly and discuss appropriate topics
- When asked to by the staff at our table we will take our finished trays to the scrapping area and ensure left over food is scraped into the bin and our cups, knives, forks and spoons are put in the allocated tray.

### **Lunchtime Rules (Displayed in each KS1 class and the dining room)**

- We will wash our hands before and after eating.
- We will walk quietly and calmly into the Lunch Hall and sit at our designated class tables.
- The staff will deliver our lunch to us.
- We will use good table manners at all times.
- We will learn to use a knife and fork appropriately.
- We will talk quietly and discuss appropriate topics
- When asked to by the staff at our table we will take our finished trays to the scrapping area and ensure left over food is scraped into the bin and our cups, knives, forks and spoons are put in the allocated tray.

**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 all our rules including washing hands appropriately and "Catch it, Kill It, Bin it"**

**GOLDEN HILL: POINTS SYSTEM**

<b>Activity</b>	<b>Time</b>	<b>Daily points</b>	
Journey to /from School	All timings subject to individual Class Pods.	5 bonus points per journey	
Registration/ Social skills Intervention Breakfast		5	
Lesson 1		10	
Morning Playtime		5	
Lesson 2		10	
Lesson 3		10	
Lunch		5	
Lunch Play		5	
Pupil Daily Meeting		5	
Lesson 4		10	
<b>Total Points</b>		<b>65</b>	
If a pupil achieves 60 points, or more they earn an 'Option' Activity' in the afternoon If insufficient points are earned the pupil attends a Compulsory Lesson (Comp)		2.35-2.55pm	Option

*** Return to class and prepare to go home.	<b>2.55pm</b>	
Depart for Home at	<b>3.00pm</b>	

### **Daily Communication between Golden Hill staff and Parents and carers.**

School staff communicate with parents/ carers via the school's Seesaw App. Each day the pupil's teacher will write on the App how the child has been at school, if they achieved their option and any other information relevant for the day. Parents are encouraged to reply to the teacher to acknowledge they have seen the message and to convey any updates or information for the class teacher.

### **Daily Structure: Social Skills Breakfast**

Our Registration period is incorporated into our Social Skills/ learning Breakfast session and is very important as it is the first session of the new school day where staff welcome. Pupils and are able to talk to them and offer emotional support with anything that may be worrying them. Pupils 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.

### **Restorative Approaches**

The Daily 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 pupils 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 shared with pupils at Monday's whole school daily meeting.

Pupils are praised and rewarded with 20 bonus points if they demonstrate using this skill within school or at home during the week.

## SECTION 6 REWARDS

### Bonus Points

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

### GOLDEN HILL: BONUSES

Type of Bonus point behaviour	Appropriate bonuses
Excellent behaviour, kindness/ exceptional work	1- 2 bonus points ***Up to 5 bonuses
Home Targets	5 bonuses per target- daily.
Good taxi journey to/ from school	5 bonuses for each journey.
<b><i>Completing Remote learning at home when not in school.</i></b>	5 bonuses per piece of completed work 5 bonuses per lessons completed
Reading to an adult at home	5 bonuses
Nomination for Theme of the Week	20 bonuses
Presentation Award	20 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 each Friday at the Class Bonus Bank Meeting.

### Other Incentives

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

## **SECTION 7**

### **SAFE SPACES, THE ZONE AND PEACE PLACES**

**Golden Hill has Safe Spaces, the Zone and Peace Places to support pupils with managing their behavioural and emotional responses.**

#### **Safe Spaces-**

Each classroom at Golden Hill has a designated Safe Space. In the KS2 classrooms this is a designated place within the classroom for KS1 pupils a red and green spot in the KS1 corridor. The pupils in each class are encouraged to use their class Safe Space if they are feeling upset or frustrated or just need to take a few minutes to calm themselves.

The playground also has safe spaces- a red and green spot. The red spot is for pupils who are feeling angry and not yet ready to talk with an adult. Staff are aware that when a pupil is on the red spot they need monitoring but are not yet ready to talk about and resolve the situation.

When a child feels calmer, they move to the green spot. This signals to staff they are now ready to accept help from an adult to deal with the problem.

The sports hall has a designated red and green bench. Pupils can sit on either bench if they feel they need time out during PE.

As with the playground spots a child will sit on a red bench if they want quiet time and move to the green bench when they are ready to receive adult help.

#### **The Zone**

If they are feeling upset or anxious pupils can ask to use the Zone- a bay area opposite the Hawks classroom. Pupils use the Zone to relax, calm, and use the advice and prompts on the walls to help them. Staff monitor pupils using the Zone – this can be remote supervision with checks every few minutes depending on the age and SEN of the pupil.

#### **Peace Places**

There are three Peace Places at Golden Hill. Sometimes pupils feel the Safe Space and Zone are not enough and they wish to withdraw from the classroom area entirely and feel safe and secure. At these times, pupils will ask to use the Peace Place.

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 their child to go to their bedroom to calm down, but to return when On occasions, it will be necessary for a staff member at Golden Hill to ask a pupil to use the Peace Place, this can be via a prompt or request to the pupil. Pupils who take themselves to the Peace Place are rewarded with praise and bonus points for using the Peace Place as a positive way to calm themselves.

On some occasions, pupils may become aggressive and place themselves or others at risk. Staff follow the Care and Control policy and call for support from the SLT

member on rota who will attend the class and support in the behaviour management of the pupil.

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 and receive specialist support away from the situation.

Parents and Carers are shown the Safe Spaces, Zone and Peace Places during the pupil's admission meeting. The SLT member will demonstrate how the different areas are used. Parents / carers are contacted via the telephone/ Seesaw App if their child has needed to be physically supported to use the Peace Place. This will also trigger a risk assessment which and review of the pupil's future attendance at Golden Hill.

Parents/carers are asked to inform school if there have been any changes in behaviour at home, which could be worrying or upsetting their child. We aim to ensure both school and families work closely together in order to support the pupil and improve their behaviour and wellbeing.

All physical interventions by staff are recorded as Serious Incidents, copies of which are kept in the Deputy Head Teacher's office.

### **Monitoring Time Out in the Peace Place**

Pupils who use the Peace Place are recorded on a Class Peace Place record. The Peace Place record notes the date, time, duration and reason why the pupil spent in time in the Peace Place and which member of staff managed the situation and what the outcome for the pupil was (e.g. returned to class and settled to class tasks well); the record 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 pupil 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 pupil took themselves or that the pupil was escorted to the Peace Place involving the use of physical intervention by staff. The Class Peace Place record is monitored weekly by the SLT. Monitoring of the Class Peace Place record 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.

A termly report on the use of the Peace Places is presented to the Members Committee each term at the Full Members Committee.

## **SECTION 8 SANCTIONS**

Sadly, there will be times when our pupils do not behave in a socially appropriate manner. Pupils need to discover where the bounds of acceptable behaviour are, as this is part of growing up.

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**

<b>Physically hurting another person</b>	<b>40 points</b>
<b>Deliberately NOT keeping Hygiene rules</b>	<b>40 points</b>
<b>Spitting at another person</b>	<b>40 points</b>
<b>Racist and Homophobic name calling</b>	<b>40 points</b>
<b>*These fines are taken directly from the Pupil's daily points resulting in an automatic "comp"</b>	
Verbal threatening another person	30 points
Provoking	30 points
Absconding from the premises (halved if Pupil 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 as well as the Peace Place Record.

Pupils do not lose points if they use the Peace places appropriately. However, if a pupil is noisy in the Peace Place a fine is issued for noisy use of the Peace Place.

If a pupil has been directed by staff to take time out from the classroom in the Peace place because they have become out of control the Peace place record will be completed with exact details in order to monitor, track, analyse and plan alternatives for that pupil. The Senior Leadership monitor and scrutinise each pupil's use of the Peace place in order to monitor pupil behaviour progress and to analyse the relative success of the behaviour support strategies being implemented by staff. Staff regularly discuss pupils' behaviour at the weekly staff meeting and daily Morning meeting.

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 pupils are encouraged and cued by staff to take themselves to the Peace place.

All incidents in which staff are required to physically intervene are recorded as Serious Incidents. Parents are informed by telephone that physical intervention has been required to support their child.

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.

## **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 Pupil, 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 Pupil'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.

### **Communication and Parent Contracts**

If a pupil has exhibited unacceptable or concerning behaviour the Class Teacher will liaise with the SLT member and contact will be made with the parent/ carer at the end of the School day to inform them of what has occurred and the steps taken by school to support the pupil.



## **Internal Isolation/ 1-to-1**

At times, a pupil may persistently behave in an unsafe manner, which is disruptive to other pupils – this may result in an internal isolation. During this period, the pupil works outside of the classroom with support from an adult completing the work set by their class teacher. The pupil will also benefit from 1-to-1 pastoral support from an SLT / staff member to refocus the pupil and support a positive return to the class.

## **SECTION 11 MAJOR BREACHES OF DISCIPLINE**

### **Major breaches of discipline**

- Refusing to follow hygiene protocols
- Physical assault on another pupil 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

### **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 pupil 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 pupil 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 pupil 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 PUPIL MUST BE WELCOMED BACK INTO THE CLASSROOM BY THE TEACHER, and the incident dealt with later.**

**Step 3 If the pupil continues to be non-compliant and demonstrates escalating aggressive or violent behaviours the SLT member should be called to support.**

The SLT member will attend the situation with appropriate PPE (face masks and visors in case required.) If the pupil continues to place themselves or others at risk the other pupils will be instructed to leave the classroom with a staff member, leaving one member of staff and the SLT member to support the pupil in crisis. This may calm the situation (as the pupil has no audience) in which case staff will continue to calm and settle the pupil. If however the pupil continues to be aggressive or violent, putting himself or staff at risk the staff member and SLT will use their PPE face mask or visor, repeat their request for the pupil to take themselves to the Peace Place and then physically intervene using Team Teach to escort the child to the Peace Place.

Whilst the pupil is in the Peace Place, staff will continue to monitor the pupil. As the pupil's adrenalin reduces and they become more calm staff will support the pupil to talk through the reason for their anger.

On rare occasions, for the safety of the pupil involved, other pupils and staff the door of the Peace Place may be held for a very limited period of up to 3 minutes. Throughout this time, the pupil is visually monitored through the vision panel and as soon as the pupil is calmer, the door is opened.

**Step 4 : SLT dynamically risk assesses the situation and remove the rest of the children if required/ Whether or not to use PPE**

If the decision is made to support the pupil to the Peace Place two members of staff (including an SLT member) will escort the pupil to the Peace Place.

A staff member will remain just outside the open door until the pupil is calm.

Immediately the pupil is quiet and has regained an element of control the staff member will support the pupil to review his/her actions and how the situation can be repaired. The pupil is encouraged to return to class, and advised as to how to deal with the situation 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 Head Teacher will contact the parents or guardians and a Pupil Review meeting called to discuss other strategies and the involvement of other agencies e.g. Pupil and Adolescent Mental Health team, Educational Psychologists, Counselling Service etc.

The Pupil'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 Pupils and staff within the School, then the Head Teacher may implement Fixed Term Exclusion Procedures, whilst further investigations and strategies are considered, advice and guidance from profession colleagues is sought and if necessary, additional staff are allocated, alongside a behaviour risk assessment of the pupil.

### **Major Breaches - STAGE 4**

If after further investigations and the implementation of further strategies, the Pupil's behaviour remains a considerable risk to all staff and Pupils 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 pupil, 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 pupils:

- 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 logs can be found in the Deputy Head Teacher, Mrs Barret'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. SI & RF forms are located on the teachers' hard drive.

**(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 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 pupils and staff safe from harm. On occasions, Restrictive Physical Intervention (RFI) is used when a Pupil becomes at risk of physically hurting himself or herself, 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 staff are also trained in the Team Teach advanced module – using everyday objects as weapons.

*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 Pupil/ hold a Pupil. It also enables the Pupil to calm more quickly. It is very distressing for Pupils 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 Pupils and teach them to take "time out" and withdraw from situations to begin to self-regulate and not react to others.*

Sadly, on rare occasions, pupils may try to "self-harm" and on these occasions, the SLT member must be notified to support staff. PPE will need to be worn by staff prior to any physical intervention in order to prevent this from happening; this intervention will also involve emotional support and counselling for the pupil following the incident. Any pupil engaged in serious self-harm will need to be assessed by a doctor in a Hospital A and E department. Staff will contact parents/carers and decide how best this should happen; in some cases this will involve school calling for an ambulance.

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.
- The incident must be recorded as a Serious Incident.
- Parents must be informed by telephone on the same day.

- An SLT member, in consultation with staff will complete an individual pupil risk assessment and amend the pupil's Personal Handling Plan.

## 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 pupil is presenting such a risk that measures have to be put in place to safeguard the pupil in question other pupils and staff, review the pupil's PHP and complete thorough risk assessments.

The Head Teacher decides whether to exclude a pupil for a fixed term or permanently, 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 (Golden Hill's Management Committee) about exclusion. The Management Committee must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where the Management Committee 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 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 Pupil is adopted or has caring responsibilities. It might be motivated by actual differences between Pupils, 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 Pupils. The curriculum at Golden Hill teaches the Pupils 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 Pupil's behaviour or if the school believes their Pupil is vulnerable – following the schools safeguarding policy.

Each year Golden Hill implements a themed Anti-Bullying week focusing on a specific area of bullying focusing on how to empower and inform Pupils on how and when to seek help from adults and stop the bullying occurring.

### 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 PSCHE curriculum. However, it is not the sole responsibility of the school and parents/ carers must take responsibility for their Pupil'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 Pupil 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 Management Committee is responsible for setting general principles that inform the School's Positive Behaviour policy. The Committee must consult the Head Teacher, school staff, parents and pupils when developing these principles. The 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 Pupil (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements.

## **SECTION 18 SCHOOL SUPPORT SYSTEMS**

If Golden Hill staff believe/ suspect or are informed that a pupil 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 Pupil Protection - Allison Collinge and/or the Back-up DSL: Sarah Barrett, Sue Payne and Claire Dilworth.

If a pupil's behaviour causes great concern a virtual 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 (SEND O)
- Pupil and Adolescent, Mental Health Service (CAMHS)
- Pupils 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 Pupils 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 Pupil.



## **SECTION 19 CONSULTATION, MONITORING AND EVALUATION**

All staff have been consulted in the writing of this updated policy. Staff have read, understand and agreed to the implementation of this Behaviour Policy. The Policy is reviewed at least annually.

## **SECTION 20 COMPLAINTS AND ALLEGATIONS ABOUT STAFF**

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 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 Management 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

## APPENDICES

- Home- School Parent/ Carer Agreement (Appendix A)
- Pupil Contract (Appendix B)
- Code of Conduct (Appendix C)
- Daily Points System including Points proforma (Appendix D)
- Peace Place Record (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)
- Stage 4 Referral Pupils (Appendix K)
- Care and Control Policy
- Positive Handling Procedures
- British Values
- Prevention of Radicalisation and Extremism
- PSHE Policy
- Safeguarding and Child Protection Policy and the Addendum Safeguarding Update in light of COVID-19
- Attendance Policy
- Anti-bullying Policy
- Single Equality Policy
- Special Educational Needs Policy
- Health and Safety Policy and School Environment Risk Assessment Document (June 2020)

Mrs A.Collinge: September 2022

Next Review: September 2023