

Chadwick High School

Statement on our Principles of Behaviour And BEHAVIOURAL MANAGEMENT POLICY

September 2021 - September 2022

At Chadwick High we believe that all members of our school; staff, students and parents can make the right choices in the way and manner in which they behave.

Our philosophy towards understanding behaviour is underpinned by “social learning theory” as prescribed by Albert Bandura that is, “behaviour is learned from the environment through the process of observational learning”.

It is our understanding that we behave in the manner which is accepted by those around us because that is how we see them behaving. The influence of the positive role model is crucial to our behaviour modification strategy as is the role of power and control within an organised structure.

What is acceptable behaviour for those in a position of authority has to be acceptable behaviour for all who observe it and have to follow its codes.

At Chadwick High each person is a role model who works within the accepted behaviours of our school as defined by our code of conduct. We learn to live within the rules by observing each other interact positively with the rules of our school society.

Behaviour policies are inherently unfair as they are rules which are imposed upon you, not choices that you make. It is therefore crucial that there is not one rule for one and a different rule for another based on hierarchy. If the head teacher can be held to account for not following the rules then so can everyone else.

We believe in the language of choice, that is that we all choose what we do. By relinquishing the power of choice to the student they will make the right decision based on the environmental factors that surround them. Their experience of the positive role models; students and staff, will provide the intrinsic motivation required to illicit change. Modification through direct challenge and imposition will generally illicit a negative response as a conflict situation is being created, resulting in a spiral of conflict with a negative outcome.

Staff Chadwick High recognise and understand the spiral of conflict and will act to negate it.

Staff at Chadwick High will challenge unacceptable behaviour as to ignore it is to accept it and through acceptance we normalise it.

We believe that students and staff need to be self-reflective and consider their behaviour and the impact it can have on others. This is done through regular review of behavioural incidents and their outcomes.

Andrew Murray, Headteacher (Sep 2018)

THE BEHAVIOURAL MANAGEMENT PLAN OF Chadwick High

The Behavioural Management Plan of Chadwick High reflects our continuous drive towards creating;

- **A safe and secure environment for staff, students and visitors**
- **An effective teaching and learning environment**
- **Positive climate and good discipline throughout the school**

MONITORING AND RECORDING OF BEHAVIOUR

Chadwick High use Behaviour Watch to record all types of behaviour.

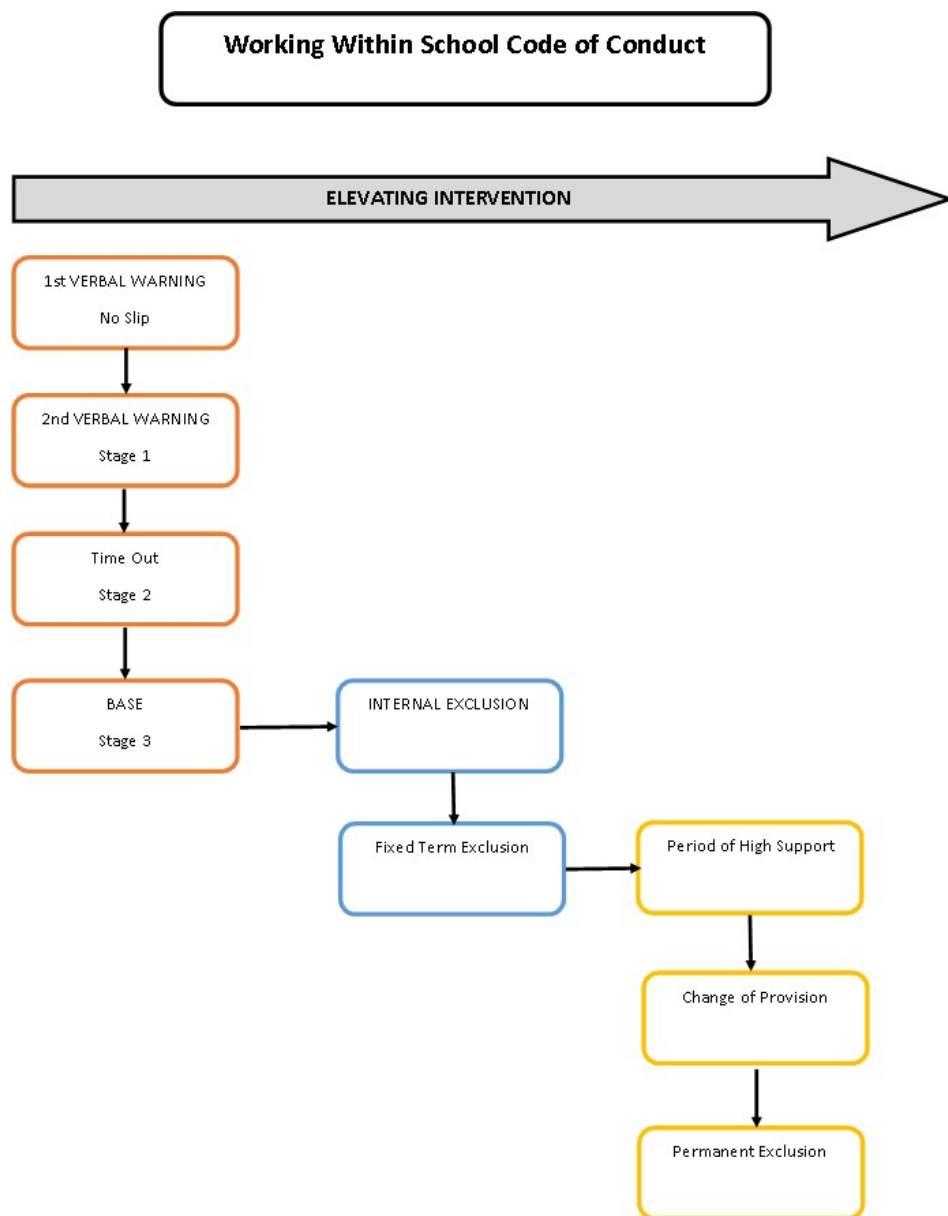
Behaviour Watch is an advanced web-based system which allows schools to centralise their own recording systems and log incidents online, eliminating the need for paper-based reports.

When incidents are logged automatic emails will alert relevant staff and intelligent analysis enables quick identification of areas of concern.

Behaviour Watch enables Chadwick High to maintain effective communication with parents, schools and external agencies, informing about student progress, behaviour and achievement.

Behaviour Watch allows our school to record a detailed chronology of rewards, incident slips and contact information that can be stored in a chronology of a student which will allow for effective assessment of a student's progress and achievement. It also allows us to provide all relevant materials for a student's successful reintegration to a mainstream school or alternative provider.

Flow Process



Communication

All student behaviour has to be discussed prior to sanctions; students have to be given the opportunity to understand that their behaviour is not conducive to a positive learning environment and to be allowed to make changes to their behaviour. No amber slip can be given without first discussing the behaviour. Behaviour is a choice and we ask students to think about the choices they are making.

Staged Response

We use Amber slips to record all behaviours. As a behaviour escalates the Amber slip is upgraded; Stage 1, Stage 2 and Stage 3.

Stage 1 – Verbal Warning
Stage 2 – Time out
Stage 3 – Removal to BASE

The slip allows us to record the antecedents to the incident and also to add a commentary as an incident develops.

BASE (*Behavioural and Supportive Environment*):

BASE is a supportive environment, where students can work through their behaviours and they can be addressed through a restorative manner. Students are normally sent to BASE for one lesson, where they will complete their work independently.

The purpose of BASE is to allow for a cooling off period, allowing the child to reset and prepare themselves to normalise their behaviour, reconsider their choices and to function within the classroom in line with the code of conduct.

REFUSAL TO WORK IN BASE:

Students who refuse to work in BASE will have failed to successfully manage their behaviour and follow the expectations of the school. If this happens across three consecutive lessons, students will be considered for internal exclusion.

INTERNAL EXCLUSION

The purpose of Internal Exclusion is for the student to change their behaviour and accept the school code of conduct by working within it for a period of time. On successful completion of the period of Internal Exclusion the student will return to lessons. Students who consistently fail to work within the rules of BASE whilst in Internal Exclusion will be considered for a fixed term exclusion.

FIXED TERM EXCLUSIONS

FTE are only used as a last resort, student behaviour is best managed within the school however in some circumstances FTE is the appropriate option to take. We do not operate on an incremental length of FTE ie 1 day, then 3 days, then 5 days, instead we try to minimise the length of the FTE.

HIGH SUPPORT

A period of intensive support on a 1:1 basis may be used as a short term intervention, this can be beneficial for students in “crisis” mode who for various reasons are just unable to cope in the classroom setting.

CHANGE OF PROVISION

It may be that changing the provision is the best option in reducing the exclusion rate or even the need for Permanent Exclusion. Changing provision is very

much reliant on what is available and what is suitable in the opinion of the school. Change of Provision is at the discretion of the school and is not a parental choice.

PERMANENT EXCLUSION

The Management Committee reserve the right to support the headteacher in the permanent exclusion of a student if deemed appropriate based on their behaviour or risks to other students and staff.

STRATEGIES TO PROMOTE GOOD DISCIPLINE AND EFFECTIVE LEARNING

All Staff members at Chadwick High recognise the following aspects as important in improving student learning and success:

- Consistently apply the school code of conduct within lessons and unstructured time.
- Use the staged approach in managing behaviour with the emphasis on the student making appropriate choices.
- Use the available information about our students to support them in the best way.
- Reward student successes within a structured and consistent framework applied by all.
- Staff at the Chadwick High will listen to and encourage the “Pupil Voice”.
- Teaching staff are aware of different student learning styles and employ a wide range of teaching styles to engage the learner.
- Involve the parent(s)/guardians in all aspects of their child's education through open and effective communication by all staff.
- Provide regular briefing and training opportunities for staff.
- Provide effective supervision for students at the Chadwick High House to support positive behaviour.

POSITIVE BEHAVIOUR MANAGEMENT AND REWARD SYSTEM

The Positive Behaviour Management and Reward system at Chadwick High acknowledges students achievements in Academic, Behavioural and Social goals. This policy aims to support the overall school's behavioural management plan.

The key objectives are to:

Acknowledge and Reward student achievement.

Encourage students to take responsibility for their own learning and behaviour.

Provide opportunities for students to demonstrate success in a wide range of subjects.

To use reflective practices.

The key outcomes are to:

Maintain an integrated Behaviour management and Reward system which supports the overall functioning of the school's discipline code and behavioural management plan.

Students will receive rewards for their success in academic, behavioural and social interaction.

REWARDS SYSTEMS

Points

It is part of standard practice at the Chadwick for staff to actively look for students doing the right thing. Rewarding pupils for demonstrating the learning and social behaviour that we want to see is done each lesson. This is done through verbal and non-verbal praise as well as using a points system.

Across all three sites the points are recorded and accumulated on the BW system. This allows students to explicitly see their good behaviour is recognised. The different sites have a range of rewards that best fit the motivation and needs of the students. Senior Leaders on the three sites ensure the consistency and equitable opportunities for students to experience rewards and success.

We do not take away points earned by a student for negative behaviours. Offsetting positive points with negative points is not the philosophy of the Chadwick, **we do not average out student behaviour.**

STRATEGIES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

Chadwick High staff will follow the School Behavioural Management Plan but on occasions students may not respond to the plan or behave in a dangerous or threatening manner.

Exclusion is not always seen as an appropriate or effective way of dealing with such behaviours. The school prefers to use Restorative Approaches as a means of conflict resolution. In the event that the school is left with little option but to exclude the following strategies are put in place.

EXCLUSION AT Chadwick High

Short Exclusion

Short exclusions are an important strategy in helping students when their behaviour has been dangerous, harassing and affects the safety of individuals in Chadwick High.

The Behaviour Management Policy at Chadwick High reinforces the important value of a school being a safe and rewarding environment for all. Students may be placed on a short exclusion.

Some students' behaviour may be unsafe because they have complex SEN needs or mental health issues. Staff at Chadwick High are trained to identify these needs and will make, or assist parents/carers, in making appropriate referrals to external agencies including SEN & EPS and CAMHs.

Work is provided for students who are excluded. This work should be appropriately set and be relevant to the work they will miss in class.

Return to school

Prior to returning to school and dependent upon the incident (i.e. physical assault of another student or member of staff) the school may request a risk assessment to ascertain that the return to school of the student will not jeopardise the safety of any individual in the school.

Where a student is repeating the behaviours that led to an exclusion a meeting will be held with parents / carers and the student. At this meeting a behaviour plan will be jointly created. This plan will be personalised and will include targets and strategies that will assist the student in making more appropriate choices. The behaviour plan will be shared with staff who work with the student and then reviewed.

High Support

A student who has committed a serious assault on a member of staff or student while at school may be considered for high support. A student may have been given a fixed period exclusion and the Headteacher can then apply to ACERS for additional high support funding. High support can only be accessed in exceptional circumstances. This would involve a student being educated on a 1:1 basis for a limited period. The aim will be to work with the student to address some of their educational and behavioural difficulties that would eventually allow the student to return to Chadwick High House and be educated in class with his/her peers (also see Short Exclusions above).

Use of Reasonable Force

Aims of the Policy

The aims of this Reasonable Force Policy are to:

- Provide clarification on the use of reasonable force in school
- To enable staff to feel more informed and confident about the use of reasonable force when they believe it to be necessary
- To make clear the responsibilities of Headteachers, senior staff and the management committee in respect of this power.

This policy is drawn from advice contained in the document 'Use of Reasonable Force – Advice for headteachers, staff and governing bodies' issued 2011 by the Department for Education (see appendix). This guidance relates to the Education and Inspections Act 2006.

Key Points

School staff have a legal power to use force and lawful use of this power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

What the Law says

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence
- Causing personal injury to themselves or another
- Causing damage to property belonging to them or another, including the school.
- Any behaviour prejudicing the maintenance of good order and discipline in the school.

Who may use force?

The staff to which this lawful power is granted are defined in the Act. Through this policy, the headteacher expressly gives authority to:

All staff who have control or charge of pupils (including teaching staff, teaching assistants, special needs assistants, midday assistants and supply staff) who work at Chadwick High.

The headteacher also gives authorisation to those who do not usually have such control or charge - for example catering staff, and suitable unpaid volunteers such as parents or management committee accompanying pupils

on school organised visits – in circumstances where the safety of the child or other children becomes an imperative.

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Schools can use reasonable force:

- In situations where a pupil (including one from another school) is on school premises or elsewhere in the lawful control or charge of a staff member – for example on a school visit.
- To remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit; prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- And to restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

Deciding whether to use force

As a general rule staff should only use force when:

- The potential consequences of not intervening are sufficiently serious to justify it,
- The chance of achieving the desired outcome by other non-physical means are low; and
- The risk associated with not using force outweighs the risk of using it.

Staff do not require parental consent to apply reasonable force on a pupil.

Using Force

- Before using force, staff should - where practicable - tell the pupil to stop misbehaving. Care should be taken to avoid giving the impression that the member of staff is angry or frustrated or are acting to punish the child. It should be made clear with calm language that as soon as the need for force ceases, it will stop.
- Appropriate use of force will range from physical passive presence in between pupils, to blocking a pupil's path, ushering them by placing a hand in the centre of the back, leading them by the hand or arm, to in more extreme circumstances using appropriate restraining holds. Particular attention will be given to individuals' needs which arise from statements of SEN or disability.
- Whilst it is highly desirable that staff should avoid acting in any way which might reasonably be expected to cause an injury, in truly exceptional circumstances it is recognised that it may not always be possible to avoid. Any such injury caused will be properly investigated by the school and will require justification.

Training for Staff

Physical restraint is only to be used when other means of dealing with the situation have failed. Staff are made aware of this policy and have training on child protection and other training that will ensure they are aware of their duties and the law.

Recording Incidents

The Head teacher must be informed when any physical restraint or contact has had to be used. Staff should record this intervention using Behaviour Watch and ensuring the Head teacher is cc'd in. Chadwick High will keep a record of each significant incident of the use of force to control and restrain using the form appended. Whether or not an incident is significant will be a matter for the School to decide on a case by case basis. Decisions will include the following considerations:

- The pupil's behaviour and the level of risk presented at the time
- The degree of force used and whether it was proportionate in relation to the behaviour, together with the effect on the pupil or member of staff.
The effect on the pupil or member of staff
- The child's age

The purpose of recording is to ensure that policy guidelines are followed, to inform parents / carers, to inform future planning as part of school improvement processes, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry.

Parents / carers will be informed of the incident.

Post-incident support

If injuries result from the application of reasonable force, medical help should be sought straight away. It is also important to ensure that staff and pupils are given emotional support.

As soon as possible after the incident parents / carers should be informed and provided with a copy of this policy. If necessary details of the incident will be confirmed in writing.

When assessing the incident, consideration may be given to involving multiagency partners to offer support or advice.

Where a pupil is responsible for injury to another, as well as holding him/her to account and issuing appropriate sanction, the pupil will be given the opportunity to repair the relationships with pupils and staff affected by the incident. The pupil will be offered appropriate support to help develop strategies for avoiding such crisis points in future.

Other physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary;

- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid.

Conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.' The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the

school premises and is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils. Subject to the policy, the teacher may discipline for any misbehaviour when the pupil is: Taking part in any school-organised or school-related activity or Travelling to or from school or Wearing the school uniform or in some other way identifiable as a pupil at the school. The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that: Could have repercussions for the orderly running of the school or Poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

It is the policy of this school that misbehaviour outside the school which takes place during school hours will be treated in the same fashion as if it occurred within the school. However misbehaviour outside the school may result in additional punishment such as a withdrawal of the ability to partake in activities out with the school.

Misbehaviour outside of school hours will be considered on a case by case basis.

- If a student is transported home we would consider it the responsibility of the parents to manage behaviour after they have been dropped off.
- If a student makes their own way home we would consider disciplining for misbehaviour prior to their arrival home.
- If misbehaviour takes place in the evenings or weekends we would consider the case on its merits and the evidence presented.

This is particularly relevant to the use of social media to harass, victimise, discriminate or criticise individuals or the school and its staff. This behaviour will be dealt with as if it has happened within the school and will be susceptible to the same punishment.

Powers of search and confiscation

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item and the behaviour policy should set this out.

2. Power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Pornographic images
- Any article that has been or is likely to be used to commit an offence,

- cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for. Weapons and knives and extreme or child pornography must be handed to the Police.

Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it

Complaints and allegations

If a complaint is made against a member of staff about the use of force the school will follow the guidance set out in Section Eight of the Use of Reasonable Force: Advice for headteachers, staff and governing bodies DfE-000602011 (see appendix)

Risk Assessments

Based on the historical information provided and additional information provided through the admission meeting it might be determined that some students require a risk assessment.

Following serious behaviours or patterns of behaviour which cause concern a Personal Risk Assessment will be administered. This Risk Assessment is specific to the actual behaviours which have been demonstrated and pose potential or real risk. This risk assessment is then shared with staff.

Students who have presented a known risk in the past or in school ie have carried drugs, cigarettes, knives or have been excluded for similar offences can expect to be randomly searched, including the use of metal detector before entering our premises. This will be agreed before hand with parents but subsequent refusal to submit to search will result in denial of entry to the school and possible exclusion

It may be necessary to change the provision for a student based on the risk assessment. The safety of students and the whole Chadwick High community is always prioritised.

Sexual Violence and Sexual Harassment Between Students

ALL staff are aware that at the Chadwick this is never acceptable and will not be tolerated. It is not an inevitable part of growing up and is not 'banter' or 'just having a laugh'

Any harassment will be challenged, recorded and passed on to the DSL. Staff know that they must not ignore this behaviour. Dismissing or tolerating these behaviours risks normalising them. Our response is equally as robust for incidents involving students of the same sex as it is for students of the opposite sex. Cases will be dealt with on an individual basis and led by the DSL.

This forms part of our safeguarding and CP policy and further information can be found there.

Absconsion

Students are not allowed to leave the site without permission at any point in the school day. Leaving the school site without permission will be treated very seriously as this is a major safeguarding concern for the school.

If a student leaves site without permission a member of staff will follow them as far as the school gate.

They will observe the student for as long as they are in sight.

If the student returns within 5 minutes we will deal with the matter based on the context which led to walking off site.

If the student does not return within 5 minutes the following actions will be taken;

1. Parents and carers will be contacted and informed that the student has absconded and is no longer under the care and control of the school.
2. The Police will be informed that the student has absconded and that parents have or have not been informed and any pertinent information shared ie risk of self harm.

Staff will not follow students beyond the school gate unless;

1. The perceived risk to the student is high.
2. There are at least 2 members of staff.
3. There is a direct line of communication with the school.

Persistent absconsion will trigger a review of placement.