

# NEW DIRECTIONS SCHOOL BEHAVIOUR POLICY

## 1.1 AIMS OF THIS POLICY

Many of our students have experienced difficulties in managing their behaviour over a long period of time. Our aim is to help students re-engage with learning and achieve success, by providing a clear supportive framework which enables them to make appropriate choices about their behaviour and to begin to take responsibility for their own actions.

## 1.2 PROMOTING GOOD BEHAVIOUR

### A. Close liaison and co-operation with parents and carers.

The behaviour policy is explained to parents/carers during the admissions interview before their child starts at the centre. An outline of the main elements of the policy are discussed and the parents/carers are asked to agree to support their child's regular attendance and to encourage them to follow the rules. The child is also asked to agree to this policy. Each family is provided with a hard copy of the behaviour policy at interview.

This behaviour policy focuses on positives for learning and students making the **right choices**. Good behaviour is rewarded on a lesson by lesson basis by awarding **merits** which are recorded in **SIMS** under **achievements** which is part of **behaviour management**. Furthermore, the build-up of merits due to positive behaviour for learning is accumulated and there are rewards on a weekly and termly basis. Likewise, negative behaviour is also recorded in SIMS and affects the rewards system. An important aspect of learning is attendance and merits are also awarded for good attendance and punctuality.

### B. A clear set of rules for students.

We have 6 simple rules and consequences that we expect all students to follow. These are displayed in classrooms:

Learning is very important. Staff are here to help you learn and want you to be in class. To get ready to learn you need to:

1. Follow instructions from staff.
2. Respect everyone in and around the school and the school environment – no swearing, name calling, sexual or racial language, no bullying, vandalism or dropping litter, no damage to school buildings or property.
3. Personal mobile phones, head phones and electronic devices are not allowed to be used within the school building and class rooms during learning time.
4. Keep hands, feet and objects to yourself.
5. Come to school and lessons on time.
6. Eat and drink at breakfast club, break time and lunchtime only. Food is provided for all at New Directions. Any sweets, snacks or drinks will be taken on entry when you come to school and returned at the end of the day. No smoking.

Consequences:

- If you are not following the rules you will be given a warning.
- If you continue to break the rules you lose a behaviour point – Wrong choice on SIMS
- If you continue to break the rules you may lose a second behaviour point or be issued with a 5 minute subject detention.
- If you continue to break the rules you will have a time-out and speak to the duty staff outside of the class.
- You can discuss what is wrong and agree to keep to the rules in your lesson, then go back to class if possible.
- If the problem cannot be sorted out you will go with the duty staff to complete your work. This has serious consequences because you are missing the opportunity to learn **and could have a 10 minute same day detention.**
- **Wrong choices add up at the end of the day and detentions are issued for the next day depending on how many wrong choices were made.**
- 10-20 minute same day detentions can be issued by staff if students are not in lessons or duty staff have been involved.
- If you are seriously disrupting the learning in class or your behaviour is of concern, you will be placed in internal isolation or excluded.
- Decisions regarding detention, internal isolation are made by SMT at the end of the day. Decisions regarding exclusions are made by the Head Teacher and/or Deputy Head.
- Parents and Carers are be informed by telephone and letter of a fixed term exclusion. On your return you will you and your parent/carer will meet with a member of the senior staff to revisit the home school partnership agreement and plan re-integration.

### **C. Assertive discipline**

In school we use an assertive discipline style, which has a strong emphasis on the language of choice and taking responsibility for one's actions.

We need to clearly and consistently state what we expect from our students. To correct students in a positive manner means we direct attention to the behaviour we want to see, and to do this in a calm, logical manner.

Avoiding confrontation does not mean staff should avoid confronting poor behaviour. Staff must ensure that when students comply with what they are being asked that this is recognised and praised. It may mean staff have to ask the same thing again and again (the 'broken record'), but this helps to establish a level of certainty that what you are asking them is not negotiable. See below for examples of behaviour management techniques.

#### **Remind students of the rules regularly**

Staff are expected to explicitly teach and rehearse expectations and the rules to their tutor groups/students regularly. A rule reminder is often effective in deterring a pupil from making the wrong choice.

#### **Behaviour management techniques**

Other techniques that are used might include:

- Catching the students doing the “right” thing (give praise).
- Broken record technique: repeating the same thing again and again
- Tactical ignoring: Ignoring small things or secondary behaviour (but pick it up later when the situation is calmer)
- Windscreen wiper praise: praise those who are behaving, across the room.
- “Take-up” time: Giving students space - or 'take-up' time - might help a student to establish self control, and be something you can address later.

Subject specific routines, taking into account risk assessments, subject requirements and safety procedures.

Positive language use, using specific, unqualified praise at all opportunities.

Behaviour management is addressed in class in the first instance and subsequently there follows: detention/internal/exclusion. Persistent transgressors are placed **on report** for a fixed period of time or until their behaviour changes.

#### D. Rewards

We celebrate students’ success and use specific verbal praise and tangible rewards to encourage them. We attach great importance to rewarding good behaviour and take every opportunity to let parents/carers know about these rewards.

**Positive phone calls:** form tutors and Student Support Officers (SSOs) phone home to highlight achievements / good behaviour (logged in SIMS and discussed and agreed at debrief).

**Postcards:** Subject-specific postcards are sent home to praise good work.

**Merits:** Merits are earned by students for their achievements in each lesson they attend throughout the day and for attendance. Merits are awarded for the following:

#### BEHAVIOUR GUIDE FOR LESSONS

|                                     |  |
|-------------------------------------|--|
| Excellent<br><br><b>3 POINTS</b>    | (1)Arrives on time to lessons<br>(2) Completes set work to an excellent standard,<br>(3) Follows all instructions in a polite and appropriate manner<br>(4) Respectful to teacher, support staff and fellow students |
| Good<br><br><b>2 POINTS</b>         | (1)Punctual to lessons<br>(2) Completes work to a good standard,<br>(3) Follows instructions appropriately<br>(4) Polite to teacher, support staff and fellow students<br>(5)No use of inappropriate language        |
| Satisfactory:<br><br><b>1 POINT</b> | (1) Late to lessons<br>(2) Completes work to a satisfactory standard<br>(3) Follows most instructions without challenge<br>(4) Remains in class throughout lesson  |
| Unacceptable:                       | (1)Late to lessons<br>(2) Challenging behaviour including non-engagement in lesson, failure to complete set work<br>(3)Rude and disrespectful to teacher and support   |

|                  |   |
|------------------|---|
| <b>-3 POINTS</b> | staff<br>(4)Disrupting others learning<br>(5)Leaving class without permission |
|------------------|---|

Each wrong choice in class goes onto SIMS and will subtract the appropriate points from the Merit score.

### Summary - Merits:

Up to 3 per lesson where outstanding/excellent

Up to 3 per Personal Learning Time (PLT) session daily

Double lessons count double

Students involved in off-site education will get 'full' merits unless staff say otherwise.

*E.g. Hair & Beauty = 21 Merits*

Max for the day 21

Max for the week = 105 Merits\* *see below*

\*Bonus merits for right choices can be given as a one-off by any member of staff and input to SIMS.

Vouchers & Golden time can be earned WEEKLY!!

140 Merits in a week £5

120 Merits in a week £2.50

100 Merits in a week £1

80 Merits by Thursday = Golden Time on Friday

Merits calculated each week and process then starts again the following week for students to participate in Options Session on Friday, vouchers are totalled up and students can decide when to 'cash in'.

**100 Merits** in a week and get a phone call home

**25+ Merits** in a day phone call home (by tutor)

## E. Special initiatives

We like to celebrate and reward our students who are making effort to behave on a daily basis. When tutor groups are seen to consistently perform well together over a period, or make special efforts to improve. New Directions students have enjoyed go-karting events or visits to the cinema, as rewards for their positive contribution as a group.

**Options** – Friday period 5 off timetable:

Film club/nail salon/xbox/table tennis/fuseball/snooker

To access: 80 Merits by Thursday OR 100% attendance

*But no lates, no exclusions, no internals, limited wrong choices*

**Weekly assemblies:**

Certificates for 100% attendance and/or top attenders

Voucher awards for Merits gained previous week

**End of Term Rewards**

600 Merits in a Half Term = cinema visit or other

Behaviour Policy – updated September 2015 MR/JAH

1200 Merits in a Term = Educational visit agreed with student council

## F. Consequences

**Time outs:** If a student's behaviour is such that the normal lesson cannot continue with that student present students will work in isolation to complete lesson.

Time-outs will only be given as a last resort by the classroom teacher. Staff will address behaviour issues with the student and assess the appropriateness of the student returning to class or working elsewhere.

Staff will also assess appropriate interventions if behaviour patterns seem to be emerging or behaviour persists (e.g. phoning home, discussion with Tutor, informing SMT regarding possible exclusion).

Please see 1.3 B below for detailed advice to duty teachers /staff regarding time outs.

**Wrong choices:** During the day staff record any wrong choices made by students either in or out of class, in **SIMS** in the **behaviour** log. These values do have a negative impact on the merits awarded in each lesson and which are recorded in SIMS under achievement. Below are the codes:

### Maintain Achievements

| Code | Description             | Points |
|------|-------------------------|--------|
| LE   | Lesson Excellent        | 3      |
| LG   | Lesson Good             | 2      |
| LS   | Lesson Satisfactory     | 1      |
| EB   | Excellent Behaviour     | 1      |
| EE   | Excellent Effort        | 1      |
| EP   | Excellent Participation | 1      |
| GWO  | Great Overall Week      | 1      |
| OTH  | Other                   | 1      |
| TRIP | School Trip             | 1      |
| SPOR | Sporting Representation | 1      |

### Maintain Behaviours

| Code | Description                      | Points |
|------|----------------------------------|--------|
| LU   | Lesson Unsatisfactory            | 3      |
| AP   | Assault – Pupil                  | 1      |
| AT   | Assault – Teacher                | 1      |
| BULL | Bullying                         | 1      |
| COP  | Carrying Offensive Weapon        | 3      |
| DP   | Damage – Property                | 1      |
| DF   | Defiance                         | 1      |
| DOL  | Disrupting others learning       | 1      |
| DISR | Disruptive Behaviour             | 1      |
| EOS  | Encouraging Others to Leave Site | 1      |
| FT   | Fighting                         | 1      |
| LS   | Left Site Without Permission     | 1      |
| IS   | Illicit Substances               | 1      |
| IW   | Inadequate Work                  | 1      |
| INSO | Insolence                        | 1      |
| INT  | Intimidation                     | 1      |
| MOB  | Mobile Phone Misuse              | 1      |
| NENG | Non-Engagement                   | 1      |
| OB   | Offensive Behaviour              | 1      |
| OS   | Other (Severe)                   | 1      |
| PLAL | Persistent Lateness to Lessons   | 1      |

|      |                                       |   |
|------|---------------------------------------|---|
| RACI | Racist Incident                       | 1 |
| REF  | Refused to attend Lesson              | 1 |
| SBE  | Sexualised Behaviour                  | 1 |
| SMOK | Smoking                               | 1 |
| TH   | Theft                                 | 1 |
| TBP  | Threatening Behaviour against Pupil   | 1 |
| TBS  | Threatening Behaviour Against Student | 1 |
| VP   | Verbal Abuse – Pupil                  | 1 |
| VT   | Verbal Abuse – Teacher                | 1 |
| WALK | Walked out of Lesson                  | 1 |

Staff are expected to complete their attendance, wrong and right choices in SIMS in class each day where possible and also use the time from 3.00-3.20.

(Behaviour Management in SIMS – Behaviour/Achievement)

**Incident Form:** If serious incidents occur staff must complete an incident form and be handed to Deputy Head/Lead Engagement and Behaviour it must be saved in the students 'incident record' which can be found their folder/file on the school network. These blank forms are found in all pupil files; the students individual file; incident record.

**Debrief:** Staff meet each Thursday from 3.15-4.00 to discuss all issues

- I. **Detention** for 10 minutes or more during break time, lunchtime or after school. Detentions may be given to students found smoking on the premises or for low-level poor behaviour during the day, for being out of lessons or for not following the dress code. 4 wrong choices triggers a 10min detention, every wrong choice after that is +5 minutes. Detentions are decided at SMT debrief for the next day or can be 'same day' (e.g. *dress code, out of lessons, not attending subject detention*)
- II. **Internal** is normally given as a sanction for students who have presented with a pattern of poor behaviour throughout a day, rather than a one-off incident. Students will spend the remainder of that **lesson**. SMT will decide whether students will need time in isolation on the next working day. Students are given the opportunity to reflect on ways in which they can resolve any difficulties, so that they can return to learning. Appropriate work will be provided for the student, either from the class teacher or numeracy/literacy coordinators. Internals can be repeated if students do not adhere to the boundaries in place or do not complete the work set.
- III. **Fixed Term Exclusion (FTE)** is the most serious sanction the school can impose. Students who exhibit persistently poor behaviour, violent or threatening behaviour, or who have not responded to the opportunities provided for them during the day to resolve the situation, will need a period of reflection away from school. The school imposes this sanction reluctantly, and students are normally excluded for half a day, a whole day, or on rare occasions, longer. Students are asked to learn at home and are provided with appropriate materials by the school to enable this to happen.
- IV. **On Report** is a consequence for serious and/or repeated behaviours such as bullying. It will usually follow on from an internal or fixed term exclusion. If

the staff have agreed that the behaviour warrants a further sanction, a student can be put on report for a fixed period of time (1 or 2 weeks). This is coded in red on SIMS and staff report on every lesson that the student attends. The student then has to report to Wrap-around Form Tutor for 10 minutes at the end of every day to discuss the report and every poor lesson adds an extra 5 minutes to the time kept after school. (So for 3 bad lessons:  $10 + 3 \times 5 = 25$  minutes)

**Repair and Restore:** The school aims to resolve any conflicts that may arise, between students as well as between students and staff. When difficulties do occur it is often useful to 'Repair and Restore' relationships. New Directions staff are skilled in running Repair and Restore meetings, which are an opportunity for all involved to air their concerns and hopefully arrive at a mutually satisfactory conclusion and way forward, so that further conflict is avoided.

**Accusations:** The school will fully investigate any accusation made against staff by students through the correct and appropriate channels. Should these investigations be proven to be false or malicious, the school will set out disciplinary action in accordance to school rules. The school will use every channel of evidence available to substantiate or disprove any claims and that could include statements from witnesses.

**Damage or Theft of School Property:** The school will challenge any incident where there is wilful destruction of school property. This includes any actions detrimental to the school and its environment. For serious incidents the school will pursue criminal damage supported by witness statements, which could lead to students being arrested. Parents/carers will be billed for the cost of any repairs and/or replacement of damaged goods/property. Concurrently, students will also face sanctions in line with this behaviour policy (*detentions /internals /exclusion*). Likewise, there will be consequences and the school will seek compensation, if any fire extinguishers (or other products) are released, if the fire alarm is set off or fire exits tampered with, in line with recommendations laid down under health and safety.

### 1.3 DAY TO DAY BEHAVIOUR MANAGEMENT

The following preferred procedures have been agreed with staff and all staff are expected to follow them:

#### A. Implementing Consequences

##### 'Time-Out' system

The intention behind removing a student from their lesson is to enable the lesson to continue normally. Taking a student away from their usual learning environment is a serious matter and should therefore not be undertaken as a consequence of trivial behaviours that can usually be managed in the classroom. In order that we provide maximum opportunities for our students to learn, we should only ask for students to be taken away from their normal class as a last resort.

The purpose of having a period of time away from the normal lesson is to allow the student to address what ever issues are preventing them participating in an acceptable manner. Therefore, members of staff may find that:

- Situations may be resolved after a short period of reflection, in which case it may be appropriate for the student to return to the lesson.
- A student may be reluctant to work in class but willing to engage in the task elsewhere. In this instance a 'free' room can be used by staff.
- It may take some time to enable a student to gain enough insight into their behaviour so that they can then try to re-engage with learning
- A pattern of behaviour emerges through a day, when a student has been only able to engage in a few lessons

Members of staff may find it appropriate to address issues in greater depth with students when they are given a Time-Out. This may be the case particularly when a pattern of behaviour seems to be emerging in the day. The time spent away from normal lessons in this case can be spent pro-actively working with the student, to better equip them to cope with not just a particular lesson, but their education in general.

If the behaviour of a student in class is such that the lesson can not continue with that student present, the member of staff may be called to escort the student to work elsewhere. Staff will support the young person to make the right choices. When the student has begun to make the right choices, the staff member alongside the classroom teacher will make a decision on the return of the student. The student may be offered the opportunity to talk to a member of the SSOs if available. If a student is unable to return, they will be escorted to another room with their work, to continue their learning. The member of staff will record the incident on the Wrong Choice sheet for further discussion at the SMT meeting. In cases of violence or other extreme behaviour this may not be appropriate, and the student may need to be removed from class straight away and in some cases the head/deputy head will make the decision to exclude.

Further consequences might include 10 or 15 minute same day detention, internal exclusion for a fixed period (from one particular lesson or more in a day) or, in certain circumstances, external fixed term exclusion. Parents and Carers will be informed at all stages as it is important for all those involved to work in partnership.

Therefore, Staff will need to -

- Be available around the school at all times
- Assess and implement what ever short term interventions are needed regarding the student you have been asked to remove from class.
- Try to ensure opportunities for learning are not wasted; work with the student if they will not work in class.
- Discuss ways forward with the student, referring to their Form Tutor and SSO.
- Inform SMT if difficulties seem to be persisting, for advice on further action.
- Inform the next member of duty staff of potential issues as you hand over.
- Fill in the wrong choices sheet.



### Internals

Internals are set aside for students if detentions are not an appropriate consequence or if there have been numerous incidents of poor behaviour or if a serious incident has occurred and internal is 'free'. Internals are set up in a room away from other students that is conducive to work and reflection; so that support staff have a place to take the students where they can work in isolation. Internals are normally arranged from at a previous day's SMT Meeting.

### C. Consequences Overview (Guidelines for Staff in class)

The following guidelines are suggestions as to what action may be taken in class as a consequence of particular behaviour, before giving a 'Time-Out'. Incidents and patterns of poor behaviour will be followed up in daily SMT meetings. **A patient reminder of the school rules should be used in all situations**

| <b><i>Behaviour</i></b>         | <b><i>Suggested strategy</i></b>   | <b><i>Staff Member</i></b>   |
|---------------------------------|--|------------------------------|
| Not following instructions      | Patient reminder, explain why you want task to be done, be non-confrontational.  | Teacher, Support Staff       |
| Refusing to work                | Make sure the student is not being asked to do something they can't, ask another student to work with them, ask why, look for specific issues that may be barriers to learning, model an answer, remind the student of previous successes, differentiate tasks so that the problems can be approached from an alternative direction, be flexible, look at other tasks that might be done instead as a way forward, ask if the SSO is available, leave student alone to see if they begin anyway. | Teacher, support staff       |
| Chewing                         | A patient reminder of the school rules should be used.   | Teacher, support staff       |
| Eating/drinking in class        | Patient reminder of school rules, ask student to put away, give to Teacher/support staff for collection later. Consider time-out if behaviour persists and disrupts normal learning in class.  | Teacher, support staff       |
| Leaving room without permission | Inform Staff, on return discuss with student so that student can re-focus and learning opportunities are maximised, ask if SSO is available, do not begin confrontational dialogue during lesson time but address the issue later.   | Duty staff, teacher, SSO     |
| Disrupting other students       | Identify possible reasons why student is not engaging with the task, work 1-1 with student if possible to help student focus, leave work alone for a moment to see if there are any class issues that may need discussing in order for learning to continue in a calm atmosphere, ask student to sit apart from class mates if possible.   | Class Teacher, support staff |
| Being rude                      | Patently explain why being rude is not socially acceptable, discuss what the problem is, listen to reasons why the student is so upset.  | All staff                    |
| Throwing things                 | Remind student that dangerous behaviour is not acceptable (depending on motivation - is the student just 'larking about' or are they being malicious),   | Teacher, LSA, Duty Staff     |

|  |  |   |
|--|--|---|
|  | work 1-1 with student if possible so they can re-focus, identify reasons for misbehaviour and address these with student, seek assistance if behaviour persists and is dangerous.  |   |
| Verbal abuse   | Discuss with student what the underlying issue is, allow them to address it in a calmer manner, suggest ways forward so that learning can still take place and ask to stop.  | Teacher                                       |
| Swearing   | Patient reminders of school rules, try to promote a positive and respectful atmosphere.  | Teacher                                       |
| Use of Mobile phone<br><i>Students are allowed to use their phone at lunch time – but must give it back before lesson starts</i> | <i>(Students are required to hand in phones upon entry to school and therefore should not have them in learning time)</i> Should one be seen:<br>Ask the student for the phone, tell them it will be returned for the duration of lunch or at the end of the day.<br>Call form teacher/SSO if student refuses. If this persists inform SMT and they will act on the level of defiance.<br>Students are not allowed to charge their phones in school but this can be done by SMT and then collected at the end of the school day.<br>If the use of a phone by a student becomes an issue then it will be returned only to a parent. | Class Teacher, Support                        |
| Violence, or actions that may precipitate violence (verbal assault, bullying)  | Seek assistance/ ask another student to seek assistance. Withdraw where possible and isolate student to minimise disruption, use positive handling techniques if required (see appendix).<br>SMT will make the decision to ask for police assistance should the situation escalate.  | Class Teacher, Support staff, Duty Staff, SMT |
| Suspected intoxication   | Ask staff to seek assistance from SMT. Student to be monitored at all times. Drugs policy to be followed.<br>Home to be contacted by phone and informed.   | SMT, Class Teacher, support staff             |

#### **D. Going off-site without permission**

It is expected that all students remain on site at all times once school has begun at 9.00am until the end of the day at 2.50 pm. Should a pupil choose to go off site without permission parents/carers will be informed as soon as possible by the staff who identified the situation and it will be recorded on file. An appropriate consequence will be given and decided by SMT. The incident will be noted on SIMS and other agencies such as Educational Welfare, YOT or Social Services will be informed where appropriate.

#### **E. Smoking**

In light of legislation against smoking in a public place, New Directions has a zero tolerance to smoking. If a pupil is seen smoking, or is seen in possession of cigarettes, lighters, matches etc, the items will be removed. Further consequences will be given and parents and carers will be informed. Parents and carers are then given the opportunity to either collect the item or have them destroyed. Electronic cigarettes/smoking pens are also not allowed and will be confiscated if seen. Likewise parents will be informed and asked to collect.

## **H. Drugs and Weapons**

Safety is a key priority at New Directions and we strive to maintain a safe environment for staff, students and visitors at all times. We have a zero tolerance to drugs and weapons being on site and if found, the Police will be informed. All students are subject to a search when they enter the school premises. Any illicit objects are removed and disposed of. Parents are informed accordingly.

Our Safer Schools Officer and school staff regularly carry out random checks of students for drugs and weapons to ensure that this is complied with. At times, the police may use a weapons arch. If any students are found under the influence of any substances, including alcohol, staff will follow the guidelines for staff (above 1.3 C), and the school's drugs and alcohol policy. This may result in exclusion and referral to other drug and alcohol agencies may be sought.

## **I. Discipline powers inside and outside the school**

Teachers and other paid staff with responsibility for students have the power to discipline students both in school and outside school. Students must not bring the school into disrepute when travelling to and from home during the school week. Students will face consequences for any such action outside school time.

All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others and damaging property (see *appendix 1*). Staff will endeavour to maintain good order and discipline in the class room and the school environment.

## **J. Searching Students**

School staff can search students (*with their consent – gained at admissions*) for any item banned by the school rules. Items include: weapons, mobile phones, alcohol, illegal drugs, tobacco and associated products, lighters, fireworks, stolen items, food and drink items, pornographic images and any items likely to cause offence or harm. All students are searched on their way into school in the morning, by an authorised member of staff. The school will endeavour to have students searched by a same-sex member of staff.

The Head teacher and staff authorised by the Head teacher can use such force as is reasonable when searching a pupil without consent for prohibited items. This can be conducted with or without the use of knife arches and/or wands for detection purposes. If necessary the school will use the Safer Schools Officer for this purpose and as a last resort the Police will be called if students are suspected of being in possession of something that is illegal or may cause harm to themselves or another person.

## **K. Confiscation of Items**

School staff can seize any prohibited item found as a result of a search or which they consider to be harmful or detrimental to school discipline. The student's parent/carer will be required to come to school to collect the item or alternatively the parents can give permission for the item to be destroyed. If illegal drugs are found on a student the police and parents of the pupil will be informed immediately by an appropriate person, usually a senior member of staff.

## Appendix 1

### Behaviour Policy Appendix: Use of Reasonable Force (positive handling) Procedures

#### Positive Handling

The **Education act 1996** and **2006** forbids the use of corporal punishment, but allows all teachers (staff) to use reasonable force in order to prevent a pupil from:

- Harming themselves or others
- Seriously damaging property
- Committing a criminal offence
- Acting in a way that is counter to maintaining good order and discipline at the school
- Injury (or harm to self or others) as actual or grievous bodily harm, physical or sexual abuse, risking lives of or injury to self or others by wilful or reckless behaviour and self-poisoning

#### Procedure

The PRU (school) recognises that positive handling may be necessary and in such an event, the following procedure should be followed. Where positive handling may be required the main school office should be alerted immediately. The main school office personnel should notify on call and request two members of staff to attend the incident.

Whenever possible positive handling should only occur when witnesses are present. Once a pupil is positively handled they should be taken to a quiet area (meeting room/hall) so the pupil can be calmed. Staff accompanying the pupil must have a radio, mobile phone or another means of communication. Positive handling should only be used as a last resort when other strategies have failed. It must serve to defuse or prevent a violent or potentially violent situation. It must not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.

Staff should have good grounds for believing immediate action (positive handling) is necessary in order to prevent a pupil from injuring themselves or others, or causing serious damage to property. Where possible staff should take steps in advance to avoid the need for positive handling, e.g. through dialogue and diversion. The pupil should be verbally warned that positive handling will be used unless the pupil desists.

Positive handling must not be used in anger. When it becomes apparent that the pupil is not responding to verbal instructions and a violent incident is imminent, the member of staff, wherever possible, should call for assistance, before engaging in positive handling. When it becomes necessary to positively handle a pupil, the member of staff must, if possible, continue to talk to the pupil in a calm manner, offering choices and time for the pupil to become calm.

#### Remember

Only the minimum force necessary should be used in order to prevent physical injury or damage. Particular care must be taken to avoid inflicting any unnecessary pain or injury. Positive handling must not involve deliberately painful or dangerous procedures. It must:

- Never interfere with breathing, blood supply or genital areas

- Wherever possible avoid holding the head, throat or fingers
- Be discontinued as soon as the situation is deemed safe
- As soon as it is safe, restraint must be gradually relaxed as the pupil regains self- control
- A pupil must never be asked to restrain another pupil

### **Operational/ Procedural Points Relating to the Use of Positive Handling**

The circumstances and reason for the use of positive handling must be recorded immediately, or as soon as possible, but ideally no later than the next working day.

The member of staff must inform the Deputy Headteacher as soon as possible after the incident.

The pupil's views must also be recorded as soon as possible, preferably on the same day.

The Deputy Headteacher should discuss the incident with the staff member within 24 hours.

Counselling may be needed for staff, who following the incident are distressed.

Following the incident the pupil should be counselled on the reasons why it was necessary to use restraint.

Students will be interviewed about the reasons that led to the incident and the circumstances that followed. The interviewer must be a senior member of staff who was not directly involved in the incident.

Parents/carers will be informed when positive handling has been used and will be given the opportunity to discuss the matter