****

 **Gilbrook School**

 **Behaviour Policy**

‘Gilbrook School where brighter futures are nurtured’

Our school behaviour and discipline policy makes it clear to pupils, staff, parents and the local community that all stakeholders play an important role in our successful school.

For any policy to be effective it has to be clearly understood and supported by all the people who have an important role to play in making it work. Without the invaluable parental support we have for our behaviour management systems, we will not achieve a safe, disciplined learning environment or prepare our pupils for their future in the world of work.

It is important that standards of behaviour both in and out of the classroom should be clearly understood and respected by all members of the school community and that these standards are clearly displayed in all classrooms.

Our therapeutic approach changes children’s’ lives. We offer a nurturing environment that supports young people to develop the skills of independence, care and compassion, giving them improved life chances.

We always have a positive outlook. We promote the positive attributes in our young people of resilience, confidence, optimism and most importantly a positive mind-set. We provide appropriate challenges and celebrate all achievements.

We know our school community well. We continuously develop our understanding of our pupil’s individual needs, recognising and celebrating diversity in order to ensure that everyone’s well-being is paramount.

Our aspiration is to reach for the stars. High aspirations are a key factor as we focus our efforts on providing appropriate and ambitious targets for all young people.

Inclusive relationships are our strength. We strive to build productive relationships with everybody during every interaction and treat everyone with dignity and respect.

Behaviour and Discipline in Schools, February 2014, states that maintained schools must:

* promote good behaviour, self-discipline and respect;
* prevent bullying;
* ensure that pupils complete assigned work;
* regulate the conduct of pupils.

The 2010 Equality Act entitles all pupils and staff to be treated with respect and sensitivity, and to have access to opportunities regardless of any protected characteristic:

• Age

• Disability

• Gender reassignment

• Maternity and pregnancy

• Marriage and civil partnership

• Race, ethnic or national origin, colour or nationality

• Religious or other philosophical beliefs (and people without such beliefs)

• Gender

• Sexual Orientation

In line with this legislation we want everyone in our school to treat each other with respect and follow the school code of conduct.

**The School Code of Conduct**

At Gilbrook we have 4 core values for staff and pupils alike:

**Co-operation**

* We are honest, listen to each other and behave in an appropriate way.
* We act in a safe way. For example, we walk quickly and quietly around the school without causing disruption.
* We only use digital devices (mobile phones, music players etc.) when our teacher tells us we can.

**Ambition**

* We try our best to achieve excellence in all we do.
* We strive to be responsible and hard working to ensure a fun and enjoyable lesson.
* We want everyone in our school to reach their full potential Respect.
* We respect our school, the environment around us and the property of others.
* We arrive at school ready for the school day.
* We are proud to represent our school positively in the wider community.

 **Equality**

* We respect everyone’s right to learn without interruption or disruption.
* We express our views sensitively and responsibly.
* We celebrate the many different cultures and religions in our school and the wider community.

**Bullying and Harassment**

The school will not tolerate bullying and harassment of members of our community.

Incidents of this nature will be managed and recorded in line with the school’s Anti-bullying policy.

**Classroom Behaviour**

* All classrooms have a visual reminder of agreed class rules.
* On rare occasions as a result of poor behaviour children can be placed in reflection.
* Classroom teachers may give pupils a detention for poor behaviour and will contact home to arrange this.

**Reasonable Physical Intervention**

* Please read the attached appendix.

**Protecting children against peer on peer abuse**

As a school we will ensue that staff and pupils are aware of what counts as a problematic and unacceptable behaviour and will help staff and pupils recognise what is and isn’t OK or ‘normal’.

See a list of behaviours that count as peer-on-peer abuse in paragraph 49 of [Keeping Children Safe in Education (KCSIE) 2021](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2). The below definitions may also help:

**Sexual violence**means rape, assault by penetration, or sexual assault (intentional sexual touching).

**Sexual harassment**means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

We have a ‘zero-tolerance’ approach to sexually inappropriate behaviour and sexual violence. However, to ensure that pupils are confident that their concerns will be dealt with we will reassure pupils that our response will be:

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

While we won’t tolerate the above behaviours, we won’t demonise anyone. We’ll support and listen to all of the pupils involved and the alleged perpetrator(s) will be offered support so that they can change their behaviour.

Our response to each incident will be proportionate. ‘Lower-level’ incident such as a sexist comments and inappropriate language will continue to be addressed through PHSE education, our curriculum and the way our school promotes respect amongst our school community. More serious incidents will be considered on a case by case basis, which may include considering The age and developmental stage of the alleged perpetrator(s), the nature and frequency of the alleged incident(s), how to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

This is set out in paragraph 464 of [KCSIE](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) (2021). Use exclusion from school only in the most severe cases, for example if the police recommend you exclude a pupil after an incident of sexual assault. If this happens and you still wish to keep the pupil in school, you’ll need mitigations in place to protect other pupils, such as keeping that child in isolation.

The wishes of the victim will always help to inform any next steps that school take and record keeping will be key to monitoring inappropriate behaviours. Pupils will understand that:

* We take their safety and wellbeing seriously
* Listen to them
* Act on their concerns
* Not tolerate or accept abuse

And that a case by case risk assessment will inform whether we need to:

* Manage the incident internally
* Refer to early help
* Refer to children’s social care
* Report to the police

**Internal Exclusion**

Internal Exclusion is an alternative to Fixed Term Exclusion. It is a sanction which supports parents and carers by isolating pupils within school as opposed to pupils missing valuable learning time if they are at home. This decision can only be made by a member of the Senior Leadership Team. Pupils who continue to display the same poor behaviour following Internal Exclusion will be subject to further sanctions. Parents will be informed of this prior to it taking place.

**Fixed Term Exclusions (FTE)**

This is a very serious sanction, which can only be sanctioned by the Executive Head or the Headteacher. If they are not on site during a significant incident then the Deputy Headteacher or Assistant Headteacher will endeavour to contact the one of them to discuss and seek advice on the situation. The decision to exclude a pupil from school is only taken after full and careful consideration of the facts. Statutory guidance on exclusions can be found on:

[www.education.gov.uk/schools/pupilsupport/behaviour/exclusion](http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion)

When considering a FTE the school will take into account the nature of the incident and any reasonable adjustments, and will scale the period of exclusion appropriately. As a school we will ensure a written confirmation of the exclusion is provided to parents.

Parents or carers will be expected to attend a ‘back to school’ interview with a member of the Senior Leadership team before reintegration of excluded pupils in to the school population. How this is approached will take into account he needs of the child and may be adapted to support them and the parents.

Exclusions, whether internal, fixed term or permanent will only be considered as an action of last resort, except in circumstances where the pupil’s behaviour is so serious that exclusion is the most appropriate sanction. Before excluding, senior members of staff, under the guidance of the Headteacher should:

* Ensure that an appropriate investigation has been undertaken.
* Consider all the evidence available to support any allegation.
* Allow the pupil to give their version of events.
* Check whether there were any underlying circumstances that led to the alleged incident.
* Take any additional needs of the pupil into account

|  |  |  |
| --- | --- | --- |
| **Behaviours which may lead to an internal, fixed term or permanent exclusion** | **Type of exclusion to be considered**  | **Alternatives to exclusion to be considered** |
| Behaviour which represents a serious breach of the school’s behaviour policy. Examples of a serious breach may be* Bringing, using or selling drugs on site
* Bringing an offensive weapon onto the site
* Serious assault on staff
* Damage to the school or destruction of school property
* Persistent breaches of the behaviour policy which seriously compromise teaching, learning or the efficient operation of the school

This list is indicative, rather than exhaustive | Permanent exclusionFixed term exclusion | Taken to calm area with pastoral staff for reflection and planning for improved choicesReduced timetable, with pupil being back in full-time education within 6 weeksIntensive pastoral support, including emotional literacy and ELSAParents invited into school to discuss ways to support pupilsMulti-agency review, ensuring LA SEND team are aware of the school’s positionRestorative approaches Staying after school with class staffWorking in the Head’s or another member of SLT’s officeRisk of permanent exclusion paperwork sent to LA if needed |
| Behaviour which would seriously harm the education or welfare of the pupil or others in the school. | Fixed term exclusion Internal exclusion |
| Actual or explicitly threatened violence against another pupil or a member of staff | Fixed term exclusionInternal exclusion |
| Targeted racist or discriminatory behaviour | Fixed term exclusionInternal exclusion |
| Sexualised behaviours towards others | Fixed term exclusionInternal exclusion |
| Serious Verbal abuse | Fixed term exclusionInternal exclusion |
| Persistent disruptive behaviour | Fixed term exclusionInternal exclusion |
| Suspicions of student being under the influence of drugs, based on the balance of probability | Fixed term exclusionInternal exclusion |
| Smoking | Fixed term exclusionInternal exclusion |
| In all cases, where the school believes that a criminal act has taken place, a referral to the police will be considered. If a child leaves site without permission the parents/carers and police will be called immediacy.  |

**Graduated Response to Managing Challenging Behaviours**

1. Verbal reminders given in class.
2. Short period of time out of class to discuss and remind about behaviour expectations.
3. Time spent during social times to further discuss behaviours, expectations and consequences.
4. Agreed sessions away from group to avoid triggers and/or provide extra behaviour or academic support.
5. Phone calls home to parents and carers to inform them of the start of poor choices and possible consequences.
6. Lost Learning time or 1:1 mentoring sessions to support and re-engage.
7. Loss of privileges eg rewards, time in reflection
8. Time working with staff away from class for afternoon/morning if unable to regulate emotions and behaviour, putting themselves or others at risk. This would always be accompanied with conversation with a mentor and support in readiness for next day.
9. Stay after school to complete work missed, this is always in agreement with the parent, guardian or carer
10. Parent meetings arranged to discuss in person and make possible alterations to provision or discuss further measures that may be necessary.
11. Alterations to timetable or provision ie different start and finish times to avoid arrival and leaving of site with large groups, change of class. This must be reviewed at regular points or two weekly

**Behaviour outside of school**

Gilbrook School expects all our staff and pupils to act in a way that positively promotes the school in our community. On the rare occasion that a pupil’s behaviour does not do so and brings the school reputation into disrepute they could be subject to sanctions from school. This power is given under Section 89(5) of the Education and Inspections Act 2006, which gives Head teachers the power to regulate pupils’ conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff.

**Appendix 1: Reasonable Physical intervention (part of Behaviour Management)**

1. This policy should be read in conjunction with DfE guidance “Use of reasonable force”
2. Parents/carers are informed of this policy prior to their child’s admission to the school.
3. Gilbrook School aims to provide an orderly environment in which learning can take place.

**Principles**

Gilbrook has a ‘de-escalation’ policy and staff are informed of this during the induction process and reminded at Staff Meetings, regular training is provided and there is a member of staff who is trained as a team teach tutor. This allows staff to ask for advice when necessary. The physical control of violence or aggression is a complex matter for which staff receives training and regular refresher courses.

Every effort is made to avoid direct confrontation between pupils and staff, and measures to physically restrain a pupil are used only when all other avenues have been exhausted, or if the situation is already past the stage when other strategies can be used.

Staff can use reasonable force to:

* remove disruptive children from the classroom where they have refused to follow an instruction to do so;
* 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;
* prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

**Guidance for Staff**

Key points:

* School staff have a legal power to use force and lawful use of the power will provide a defence against 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.
* **Staff are not expected to restrain a pupil if by doing so they would put themselves at risk. Any physical intervention must be proportionate to the situation.**

Who can use reasonable force?

1) All members of school staff have a legal power to use reasonable force (Education and Inspections Act 2006)

2) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Every citizen is entitled to protect himself/herself from injury, even if this involves holding or pushing (technically assaulting) another person. The law recognises that it is appropriate to take action to prevent other people being harmed or to prevent damage to property.

The test of 'reasonableness' will apply if the member of staff’s actions are challenged. Ideally only staff who have completed Team Teach training would undertake physical intervention. However, any member of staff who feels there is a danger to self or others will be supported, as long as their response was proportionate to the perceived risk.

A member of staff faced with a situation where physical intervention is thought to be necessary would call for assistance, so that there are at least two members of staff present when a pupil is being restrained. If more than one person exercises the restraint, less strength is required, and the risk of injury is reduced.

The physical intervention used is the minimum, for the shortest amount of time possible to achieve the immediate objective of regaining control of the situation. As soon as it is safe, restraint is gradually relaxed to allow the pupil to regain self-control.

Throughout the procedure, the pupil is spoken to in a quiet and soothing manner to encourage a speedy return to calm and self-control. Staff make it clear that restraint will cease as soon as calm is restored.

**Physical Intervention in Context**

At Gilbrook School, physical intervention is never seen in isolation. It is a final strategy available to staff and is always seen as a last resort, to be used only when all other strategies have failed to resolve the situation.

Physical interventions can be placed in two broad categories

1. Planned Interventions
2. Emergency Interventions.
3. **Planned Interventions**

Planned Interventions involve staff employing, where necessary, one or a combination of techniques validated by Team Teach, as a previously agreed response to particular behaviour from a specific pupil. The agreed strategies and techniques will be documented in the pupil’s Behaviour Management Plan.

1. **Emergency Interventions**

Emergency interventions involve staff employing, where necessary, one or a combination of strategies validated by Team Teach. This would occur when all other strategies have been exhausted, or when the incident requires a rapid physical response.

If repeated and lengthy periods of physical intervention become necessary with a particular pupil over an extended period of time, or there are a number of shorter restraints over a period of time, the pupil's placement would be reviewed.

**Searching, Screening and Confiscation of possessions**

School staff can search a pupil for any item if the pupil agrees.(DfE departmental advice Searching, Screening and Confiscation dated Feb 2018)

“Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

• 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).

• Headteachers and authorised staff can also search for any item banned by the

school rules which has been identified in the rules as an item which may be searched for

Confiscation

• School staff can seize any prohibited item found as a result of a search. They can

also seize any item, they consider harmful or detrimental to school discipline

**Pupil Centred Profile (PCP)**

A PCP is devised in conjunction with staff and parents/carers for all pupils, it is updated regularly and will reflect if it has been necessary to intervene physically with a particular pupil. The PCP will outline agreed strategies and Team Teach techniques that may be used to bring a situation under control in the future. Planned interventions will be justified in respect of all available evidence including:

* what is known of the pupil historically
* consideration of approaches that have been tried previously
* Team Teach training
* staff experience, expertise and awareness of good practice
* known medical conditions suffered by the pupil.
* All pupils on whom physical restraint will have a risk assessment in place. This is reviewed twice a year. If the pupils is deemed to no longer require a risk assessment then it will be ceased.

**Touching**

Gilbrook School does not support or encourage any form of inappropriate physical contact. Staff are professional in their approach at all times.

We aim to provide a safe, caring environment and recognise that primary pupils do seek or need a calming, reassuring or comforting touch from an adult, the use of such contact is used professionally by staff It is recognised that as part of a practical activity – e.g., a vault in gymnastics - a pupil may require guidance or support. Staff explain to pupils why and how they will support, prior to the activity.

**Fights**

At Gilbrook, we work hard to plan and manage activities and pupil behaviour in order to avoid the possibility of confrontation or fights between pupils. Should staff become aware that pupils are at the early stages of a fight, e.g. posturing or making verbal threats, they try to diffuse the situation by:

* engaging with one or both pupils, redirecting them and giving alternative options
* using a Team Teach ‘turn, gather, guide’ strategy to redirect one or both pupils away from the situation.

If staff encounter two or more pupils physically attacking each other, they would:

* tell them to stop
* remove the audience if there is one and if possible
* call for assistance
* make a personal risk assessment before intervening
* if not physically intervening, continue telling them to stop, and monitor
* complete a Physical Incident Form and all other necessary paperwork.

**Minimising risk and promoting the best interests of pupils and staff**

When a pupil exhibits behaviours that require physical intervention there must always be an assessment of why this occurs. One or more of a range of professionals do this, e.g., teachers, support staff, Educational Psychologist. Staff can then be proactive by modifying activities, grouping, classroom layout, seating plans, approach to the pupil, etc. accordingly.

**Risks to Staff**

When the use of Restrictive Physical Intervention is sanctioned or required it is important for staff to take appropriate steps to minimise the risk of injury to themselves. Staff make a personal risk assessment on the intervention they decide to use and would not attempt to physically intervene if by doing so they put themselves at risk. It is reasonable to expect that staff who have received Team Teach training are in a position to make a realistic personal risk assessment.

The effects of physical intervention on the personnel involved are monitored, and support provided for staff to talk through the issues.

**Physical Intervention Off-Site**

Should a situation occur off-site and/or outside the school day, staff make a risk assessment with regard to intervening or not intervening. The risks include risks to themselves. Staff would take into account the possibility of unknown elements relating to the situation.

Staff are required to wear identification badges off site so that the public can be made aware of their role if they are involved in physical intervention off-site.

**Post physical intervention procedures, including recording**

* following a physical intervention the pupil is allowed time to calm down and recover.
* a member of staff will offer the pupil an opportunity to review and reflect on the incident. The aim is to learn a better way of managing themselves and to avoid a repeat of the behaviour leading to physical intervention.
* the pupil is checked for injury and appropriate action taken.
* staff complete an Accident Form (M13) if either they or a pupil has been injured as a result of the incident.
* parents/carers are notified by phone and/or letter on the same day of any incident requiring physical intervention, and requested to contact the school.
* a Physical Incident Report is completed by the adults involved, on the day of the intervention.
* the details from the Physical Incident Report is attached to the pupils CPOM to be monitored by all SLT
* all staff involved or witnessing (formally or informally) any stage of either the physical intervention or the pupil’s preceding behaviour, write a detailed PPF.
* after an incident requiring physical intervention, the circumstances around this and the effectiveness of the way the incident was managed are reviewed by the Headteacher and the other staff involved, this can include reviewing he CCTV of the incident.

Restorative Justice practices are used where appropriate. The Bound and Numbered Book is made available at Governor’s meetings. All incident records are kept for seventy-five years.

Staff are encouraged to use the CCTV to review incidents.

Management Responsibilities

* all staff are responsible for ensuring that they personally subscribe to the holistic response to behaviour management as taught by Team Teach and as promoted by our whole school ethos. This includes making reference to and becoming conversant with the Team Teach Work Book, Gilbrook Staff Handbook and relevant school policies.
* all staff have a duty to monitor any physical intervention and to report any cause for concern to the Headteacher
* all staff will contribute to compiling Behaviour Management Plans.
* There is a Team Teach Accredited trainer on the staff