

FREDERICK HUGH HOUSE

Positive Behaviour Management Including Discipline, Sanctions and Exclusion Policy

This Policy, which applies to the whole school, is available on request from the School Office. All employees should read this policy in conjunction with our Staff Behaviour Policy (Code of Conduct).

Applies to all:

- activities undertaken by the school inclusive of those outside of the normal school hours and away from the school site;
- who, work, volunteer or supply services to our school - that is all staff (teaching and support staff), students on placement, the Proprietors and volunteers working in the school.

Designated Member of Staff responsible for Behaviour Management: The Member of Staff with overall responsibility for Behaviour Management in the whole school is Mr. Alan Simons (Acting Headteacher) who also has oversight of Pastoral Care and Anti-Bullying at the school.

Availability: This policy is made available to parents and staff in the following ways: on the staff shared drive, and on request a copy may be obtained from the School Office.

Staffing Method: The Acting Headteacher has overall responsibility for supporting personal, social and emotional development of staff, students and student behaviour. This process requires:

- an understanding of current legislation, research and philosophy on promoting positive behaviour and on handling student's behaviour where the child may require additional support ;
- being able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development;
- recognition that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of Frederick Hugh House;
- all staff to provide a positive model of behaviour by treating students, parents and one another with friendliness, care and courtesy;
- new staff members to become familiar with the school's positive behaviour policy ensuring staff are updated about students causing concern through the online student 'worry book', email reporting system, and weekly, minuted children's behaviour meetings;
- ensuring staff receive appropriate training on positive behaviour management when necessary;
- instant messaging between staff so that all members of staff are aware of any and all behavioural incidents in real time;
- Ensuring staff are supported by the Acting Headteacher when dealing with students displaying misbehaviour and that there is consistency in managing the behaviour.

Monitoring and Review: This policy is subject to continuous monitoring, refinement and audit by the Acting Headteacher. The Trustees will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed:

Date reviewed: January 2018

Date of next review: January 2019

Alan Simons
Acting Headteacher

Anne Marie Carrie
Chair of Trustees

This policy will be reviewed no later than September 2018, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

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Statement of intent: We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. To this end we encourage all members of the School to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not accept behaviour, such as bullying, insensitivity, bad language, vandalism and theft, which undermines these aims. Parents should not only be aware of our behaviour policy but through our close home school links they and their child's needs should actively shape it. Our school fulfils its duties under the Equality Act 2010, including issues related to students with special educational needs/disabilities and how reasonable adjustments are made for these students: Our school provides support systems for students and liaises with parents and other agencies. Our school manages students' transitions and disciplinary action is taken against students who are found to have made malicious accusations against staff which could lead to exclusion if necessary.

As part of our behaviour policy, our school believes children and adults have the right to live in a supportive, caring environment in which students feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

Within their abilities and understanding, given our students special educational needs, we ensure that students are given opportunities, appropriate to their cognition, to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety. Our school fulfils its duties under the Equality Act 2010, including issues related to students with special educational needs/disabilities and how reasonable adjustments are made for these students: Our school provides support systems for students and liaises with parents and other agencies. Our school manages students' transition and disciplinary action is taken against students who are found to have made malicious accusations against staff.

Managing the behaviour of the students effectively and appropriately is a key part of the work of the school. The Behaviour Management Policy dovetails with the school Anti-Bullying Policy to provide a framework within which high standards of personal behaviour can be promoted. Students are given clear guidance about acceptable and unacceptable behaviour. It is emphasised that racism, sexism and other behaviours based on prejudice and discrimination are never acceptable. Students are expected to adhere to these guidelines, and parents as well as staff are expected to apply them consistently in their dealings with students.

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The Behaviour Management Policy is based on recognising that all behaviour, good or bad, is an expression of a student's emotional state, and has to be considered in the wider context of the student's needs, wants, abilities and challenges. We start from the position of asking what the student is intending to communicate or achieve through a particular behaviour. We feel that every student has a right to be listened to, and that the role of behaviour management is to help our students find appropriate ways to express themselves. Through support and guidance students can learn strategies that will enable them to communicate their emotional states effectively so that they will be heard and understood in the school, at home and in the wider community. The intention is to empower students through providing them with the skills that they need to monitor and regulate their behaviour and come to a better understanding of how this can affect others.

The focus of our Behaviour Management Policy is primarily preventative, not reactive. We believe that this policy, applied consistently through the whole school in conjunction with personalised behavioural strategies that focus on each individual student's behavioural challenges, can prevent the vast majority of potential negative behaviours being demonstrated by the students. In the few instances where negative behaviours occur, they are challenged and dealt with by staff members according to established practices, using appropriate sanctions. This is always done with a view to understanding the problem and supporting the student in their efforts to manage their emotional state more appropriately. We are very careful in our application of behaviour management procedures not to seek to control students' behaviour and make their good conduct dependent on the framework of support and guidance they receive at the school.

The key to our effective behaviour management is the whole school multi-disciplinary collaborative approach that applies to all aspects of the school's work. The highly skilled staff team have detailed personal knowledge of each student. Individual personalised behaviour strategies derived from assessments of the students' special educational needs and observations of their actual behaviour are prepared for each student and discussed in weekly staff meetings. However, it is recognised that students with complex learning and behaviour challenges can respond differently to situations at different times. The staff team pay detailed attention to the mood and affect of each student and are able to observe any changes in students' conduct. This information is then shared with colleagues through email messaging, active verbal communication allowing personal behaviour strategies to be revised in the light of actual behaviour, and for these revisions to be applied consistently across the whole school. This allows any new instances of maladaptive behaviour by a student to be identified and managed, preventing them from becoming habitual. This is displayed on the board in the staffroom.

The Behaviour Management Policy at Frederick Hugh House is based on knowledge of the biological bases of behaviour and how these impact on the affective and cognitive domains. It is essential that we continue to develop our understanding in these areas in order to review and revise our policies and practices in the light of scientific advances.

Ethos: This policy is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to help maintain a caring atmosphere, conducive to learning, with courtesy and mutual respect as basic requirements. The ethos of our school is such that all who come here are valued as individuals in their own right. Children are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. It is important that each person is treated fairly and is shown respect by other children and adults. Children should never be allowed to feel that sexism, elitism, racism etc. are acceptable. We expect all members of our school – children, parents and staff – to keep to the guidelines, requiring these to be applied consistently. The Behaviour Management Policy is dove-tailed with the Anti-bullying Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying. All staff play an important role in promoting good behaviour.

At Frederick Hugh House we consider behaviour to often be an expression of a child's emotional state and as such consider all behaviour, positive or negative, in the wider context of a child's needs, abilities and disabilities. Every child has the right to be listened to, we view behaviour management as our way of supporting children to express themselves appropriately so that they will be listened to and understood, in school, at home and in society. It is our duty to empower our children and we take this approach in behaviour management. We do not seek to control our children's behaviour, rather we provide our children with the skills they require to moderate their own behaviour. We prompt and support our children but do not teach them to be dependent upon us, they need to be able to use their skills in wider society not just in school. We believe that it is incumbent upon us to look at preventative measures more than consequences, that in supporting our children with whole school as well as personalised behavioural strategies we can prevent many of their negative behaviours, it is the 95% of preventative measures (modification and accommodation) which mean they demonstrate only 5% of their potential negative behaviours.

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Aims and Objectives: The School rules are based on respect, accountability and concern for others. We feel they promote a sense of community and collective responsibility within the school. In having rules we hope to ensure the health and safety of the children whilst providing a happy and stable environment for staff and children. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development. This policy includes details of:

- How we promote good behaviour amongst students including rewards and
- The sanctions we adopt in the event of student misbehaviour.

The purpose of this policy is to:

- Support all who work with our children to consider behaviour to be an expression of a child's emotional state and as such consider every behaviour, positive or negative, in the wider context of a child's needs, abilities and disabilities.
- Create an environment that is conducive to achieving the aims of the School.
- Provide clearly defined limits that are easily understood by children, staff and parents.
- Aid all staff in the management of behaviour.
- Ensure high standards of behaviour are promoted and maintained.
- It is a primary aim of our school that every member of the school community feels valued and respected, whether child, teacher, non-teaching staff or parent and that each person is treated fairly and well.
- The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way and also contribute to effective teaching and learning.
- It aims to promote an environment in which everyone feels happy, safe and secure.
- The school has a classroom code and a number of rules which are reinforced in all lessons as all students earn 'ticks' and choosing time for following them. Although our children are encouraged to adhere to these, as an agreed set of principles of behaviour, our behaviour policy is not primarily concerned with rule enforcement.
- It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn.
- This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- The school expects every member of the school community to behave in a considerate way towards others and encourages mutual respect.
- We treat all children fairly and apply this behaviour policy in a consistent way.
- This policy aims to help children:
 - to grow in a safe and secure environment;
 - become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.
- This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

Implementation: The Acting Headteacher has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. Frederick Hugh House in compliance with DfE Guidance (2016) (www.education.gov.uk) *Behaviour and Discipline in Schools*, ensures that our professional practise:

- fulfils its duties under the Equality Act 2010; including issues related to students with special educational needs or disabilities and provides reasonable adjustments for these students;
- has a consistent approach to behaviour management;
- has at least weekly whole school discussions about children's behaviours and records behaviour strategies in online behaviour management logs;
- ensures a strong school leadership;
- supports teachers with classroom management;
- implements rewards and sanctions; behaviour strategy and the teaching of good behaviour;
- provides support to children to self-manage their behaviours
- takes into account all aspects of the child and why they are displaying certain behaviours
- provides staff development and support;
- ensures support systems are in place for students;
- liaises with parents and other agencies;

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- manages students' transition;
- has clear, well organised working practices along with maintaining its facilities to a high standard
- takes appropriate disciplinary action against students who are found to have made malicious accusations against staff including exclusion if appropriate.

The Rights and Responsibilities of Children: We take seriously the rights and responsibilities of students and believe that as a child you have the right to:

- develop to your full potential in every area of school life;
- be treated fairly and with respect.
- learn in a calm and undisrupted atmosphere

Understanding and Managing the Challenging and Unwanted Behaviour of our Children: Behaviour difficulties in our children may arise from characteristics associated with their Special Educational Need such as impaired communication and socialization skills, lack of empathy, rigidity of thought and actions, obsessive or ritualistic behaviours, over or under sensitivity to stimuli.

Children with learning difficulties may also have damaged self-esteem and self-confidence. Challenging and unwanted behaviour may be a reaction to these difficulties and an attempt for the individual to control a situation or communicate distress or frustration. As teachers and therapists working in a mutually supportive partnership with parents we must seek to understand the child's behaviours in the wider context of the individual, their difficulties and their response to their environment at school and at home. Whilst we empathise that certain behaviours are characteristic of the needs of our students, we teach appropriate social skills and coping strategies to help the child understand and accept boundaries of reasonable behaviour. We aim to understand the underlying factors causing the behaviour in order to respond positively, consistently and effectively. We will provide structures and strategies to empower the individual to manage their own behaviour, promote independence, enhance communication and socialization and raise self-esteem. This work is in line with our ethos statement for the school.

Staff Behaviour policy (Code of Conduct): It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good behaviour and good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

Care for Others:

- All children of the School should show consideration, courtesy, respect and sensitivity to one another, to visitors to the school and to those of the public they come into contact with. The School will not tolerate disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness or bad language, directed at any member of the School.
- Any incident of bullying should be reported to an adult immediately. (Please see school anti-bullying policy.) Immediate steps will be taken to offer appropriate support for the victim. When the facts have been fully established and sanctions for the perpetrator decided upon, support should also be extended to him or her in the form of assistance from the Acting Headteacher or outside agencies.

Expectations

- Encourage the development of personal independence and responsibility
- Our school is opposed to discrimination on the grounds of sex, race or religion. We believe that such discrimination is contrary to justice and equality and undermines respect and co-operation amongst individuals.

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- This school is opposed to any form of open, or concealed, racism or racist behaviour
- All children in the school have the right to the best possible education regardless of ethnic origin, colour, sexual orientation or religion
- All staff and parents of children in the school have a right to be treated equally regardless of ethnic origin, colour, sexual orientation or religion.

The ethos of our school is such that all who come here are valued as individuals in their own right. Children are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. We expect all members of our school – children, parents and staff – to keep to the guidelines, requiring these to be applied consistently. Disciplinary action should be appropriate to the misdemeanour and should take place as quickly as possible. Strategies used will be planned in an individual way for each child taking into account the reasons for such behaviour. These will be discussed at weekly staff meetings and implemented fairly and consistently. They will be reviewed regularly and changed as required.

Organisation and Facilities; Within the organisation of the school, there is a total commitment by all the staff team to place children at the centre of concern. This is supported by our policy, procedures and working practices. We have a clear ethos and culture along with appropriate educational facilities within our environment which enable children to become as personally adequate, socially competent and as independent as their potential will allow.

The School Environment: We are well aware of the impact of the Frederick Hugh House environment on the behaviour of our children. If we are to raise self-esteem and demonstrate the value of each individual member of our school then we must make sure that this is reflected in the appearance of the school. All aspects of the school facilities have been thoughtfully designed to support all aspects of our children's social, academic and physical needs. The entire school is accessible for all users.

The care and sensitivity with which children's work is displayed both in the classroom and throughout the school will radically affect the feeling of welcome and ownership by all. Children's work is displayed all around the school and referred to in lessons. All areas are carefully decorated to be welcoming and interesting without being over-stimulating for our children. Displays will reflect the achievements and learning of the students and be relevant and purposeful. Our children move around the school for their lessons making the most of our wonderful facilities and increasing their sense of ownership of their school. Staff will have a commitment to the appearance of the school buildings by picking up litter, noting displays coming adrift and removing items left lying around. The children will also be encouraged to be likewise aware so that they feel they personally have a responsibility for keeping the school clean, tidy and attractive. Children showing pride in their own classroom and cloakroom is the first step towards this.

Behaviour management/Promoting positive behaviour

- As staff we treat each other, all our children and all visitors with respect and courtesy as part of our ethos but also as an example to our children.
- We employ a variety of strategies to enforce the school rules and ensure a safe and positive learning environment.
- Often our children exhibit negative behaviours due to their difficulties expressing their emotions and as such visuals are employed and opportunities to learn how to understand and express emotions appropriately are given throughout the school day as well as in weekly 'Social Communication' lessons.
- Parents are integral to our promotion of positive behaviour and as such we work closely with them on all aspects of their child's learning, behaviour and programmes.
- We apply each strategy appropriately to each individual situation. An example is one child may earn a tick on their tick sheet for each time they respond appropriately in the lesson, earning enough ticks to be able to listen to their favourite song at the end of the day whereas another child may be rewarded with a shopping token for doing well in their swimming lesson.
- The starting point of any consequence is an assessment of why a particular behaviour has occurred.
- The antecedent of any behaviour will determine the consequences.
- In the first instance we will modify any situation to accommodate each individual child so as to prevent negative behaviours occurring.
- We will provide opportunities according to each child's need for sensory input to address sensory integration difficulties which may lead to disruptive behaviour. As such, the specially modified, sensory based 'alert programme' (see appendix) is used throughout the school to support children to recognise, understand and respond appropriately to their sensory state.
- Where appropriate a child will be redirected to engage in a more suitable behaviour or activity.

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- Where a child seeks attention inappropriately we may place this behaviour on extinction (ignore and/or redirect it).
- When appropriate we will employ the strategy of rewarding preferred behaviour in order to reduce specific less desirable behaviour.
- The Class Teacher discusses the school rules with each class; these are also reinforced in school assemblies.
- If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during social communication lessons, Good Morning time and all staff during staff meetings.
- All strategies and behaviours are discussed and implemented consistently across the whole school by all staff and volunteers.
- The school does not tolerate bullying of any kind.
- If we discover that an act of bullying or intimidation has taken place, we act immediately to stop and prevent any further occurrences of such behaviour.
- While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Rewards

- We praise and reward children for good behaviour in a variety of ways:
- Teachers congratulate children, offering regular praise.
- Children are awarded stickers for 'good work' and 'good effort' through the course of the school day.
- Children receive 'ticks' on a tick chart over the course of a lesson/session for good listening, good looking, good sitting, good thinking and being kind to their friends. At the end of each lesson every child who has ticks with no crosses has the opportunity to choose from the 'choosing bag' and enjoy this for up to 5 minutes. This not only reinforces their behaviour during lessons/sessions it also provides sensory input to support them through their following lessons/sessions.
- For outstanding work/behaviour and acts of kindness children receive a Shopping Token. The reason for receiving the token is recorded on the 'Staff Share' in the appropriate file and details how the child achieved the award. They then take this to the Acting Headteacher's office where they can post them in their own 'money box' which is located outside her office. The shopping tokens can be exchanged for rewards which are priced according to their value. Students can either spend their shopping tokens weekly but are also encouraged where appropriate, to save their tokens for a more 'valuable' reward as this teaches them to learn to save, thus delaying their reward.
- The school acknowledges all the efforts and achievements of children, both in and out of school.
- Additionally, extra, individualised incentives and rewards are put in place for each child when a particular behaviour change occurs.
- Rewards and incentives are individually tailored for each child, so, at times a child may bring items from home as part of a behaviour strategy in school. This also reinforces the link between home and school, further ensuring consistency.
- When children are rewarded they are reminded why it is that they are receiving a reward in order to further promote future positive behaviour.

Some examples of individualised strategies for children:

- Use 'good hands' visual along with chewy for hands in mouth.
- If a child requests toilet in order to get out of class, provide 'me time' (or mother) in class.
- Tell child to 'throw it away' when she becomes too emotionally overwhelmed.
- Use 'good hands' visuals for a child prone to grabbing.
- Prompt child to tell you what noise is bothering them when they put their hands in their ears.
- Child to lose a shopping token at the time if it is apparent that he/she has caused physical harm to his/her friends/teachers (inc. pulling hair, pinching, grabbing etc).
- When not using iPad to communicate, it is to be stored under his chair/ out of reach (must always have access, if needed).
- Smiley chart for an individual child will travel around in the choosing bags so as to take the 'control' away from the child.
- Child to earn ticks which leads to a larger reward such as a piece of music on the iPad after a set period of time or at the end of a lesson.
- Let a child know that they have another chance to cooperate so that they have the opportunity to notice and change their behaviour.

Have a child earn 'smiley faces' during the school day for being cooperative with staff and when he achieves ten smiley faces he receives a laminated picture of one of his favourite movie characters to take home and keep or a 'high five' at the door as

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he is leaving at the end of the day. Starting a child with a full 'star chart' but they might lose and earn back stars for target behaviours. Therefore, they start the day successful and demonstrate positive behaviours in order to stay successful.

Behaviour Management Strategies inclusive of Sanction

- As well as the 'tick' rewards, a child may be issued a 'cross' if they exhibit a behaviour which is a target behaviour we are working to reduce or eliminate. If a child receives a 'cross' during the course of a lesson, they do not get 'choosing time' at the end of that lesson. Instead a member of staff will encourage the child to reflect on their behaviour and alternative ways the child could have expressed their needs or wants.
- For inappropriate behaviour a student may receive a warning and then, if it continues he will lose a shopping token. The student then goes to his money box outside the Acting Headteacher's office and removes a shopping token from his money box. This process presents a visual and tangible representation which brings meaning to the consequence of their behaviour. This is so important for those of our children who have difficulty in understanding situations in the abstract and need it to be translated into a concrete operation.
- On occasions where a child has behaved inappropriately they may spend some of their playtime with a member of staff reflecting on their behaviour and practising alternative ways of expressing themselves e.g. reading their school rules.
- When a sanction is put in place or a reward not given the child is reminded why that is the case and provided with alternative strategies to manage the same situation in the future.

Punishments that are humiliating or degrading will not be used.

The following sanctions / punishments will *never* be used:-

- Corporal punishment
- Any form of hitting of a child (including hitting a child in anger or retaliation).
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone; parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing or the wearing of nightclothes by day.
- Withholding of any aids or equipment needed by a child.
- No-one in our school hits, pushes or slaps children.

Concerns about the welfare of colleagues or children should be communicated to the Acting Headteacher immediately.

Physical Restraint: Under subsection 548(5) of the Education Act 1996, teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself)'. Teachers' powers under section 4 of the 1997 Act to restrain students from engaging in certain activities remain.

- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Children*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Acting Headteacher and recorded in the physical restraints log. The child's parents are informed on the same day.
- Teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person' (including the child). The position is stated in DfE Guidance Behaviour and Discipline in Schools. The actions that we take are in line with government guidelines on the restraint of children.
- All staff who may be involved in the restraint of a child have up to date 'Positive Physical Intervention (PPI)' and manual handling training.
- Training and Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable.

Concerns about the welfare of colleagues or children should be communicated to the Head Teacher immediately.

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Remember, these guidelines will protect you, the children and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.

The Role of all staff

- It is the responsibility of all staff to ensure that the school rules are enforced throughout the school day at all times and that children behave in a responsible and safe manner when in the care of the school.
- The school has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies to ensure effective behaviour management (See Managing and Changing Students' Behaviour Document)
- All staff, volunteers and visitors will treat each child fairly and enforce the school's policies consistently. All staff will treat all children with respect and understanding.
- If a child displays challenging behaviours or ill-discipline repeatedly in any aspect, the school keeps a record of all such incidents. In the first instance, the member of staff involved deals with incidents his/her self in the normal manner in accordance with the school's policy. However, if this behaviour continues, then s/he seeks help and advice from the Acting Headteacher.
- All staff report to the Acting Headteacher about the progress of each child in the school, in line with the whole-school policy. The Acting Headteacher, in turn reports to parents about their progress. Staff may also speak to the Acting Headteacher who will contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Acting Headteacher

- It is the responsibility of the Acting Headteacher to:
 - implement the school behaviour policy consistently throughout the school;
 - ensure the health, safety and welfare of all children in the school.
- The Acting Headteacher supports the staff by:
 - implementing the policy;
 - setting the standards of behaviour;
 - supporting staff in their implementation of the policy.
- The Acting Headteacher keeps records of any reported incidents of misbehaviour.

The Role of Parents

- The school collaborates actively with parents so that children receive consistent messages about how to behave at home and at school.
- We expect parents to support their child's learning and to co-operate with the school.
- We must build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to ensure a child's good behaviour, we expect parents to support the actions of the school.
- If parents have any concerns about the way that their child has been treated, they should contact the Acting Headteacher.

The Role of the Students: Children are guided to take responsibility for their own behaviour and share in the School policy, procedures and expectations. Children are also encouraged to ensure that incidents of disruption, violence, bullying and any forms of harassment are expressed. At Frederick Hugh House we recognise that every student has the right to feel safe, to learn and to be treated with respect. Our attention to PSHEE and individualised curriculum promotes self-awareness and regulation alongside speaking out and being heard.

The role of other agencies: Frederick Hugh House has access to educational psychologists, speech and language therapists, physiotherapists and occupational therapists. Additionally, we have access to the special needs team at ours and neighbouring boroughs local authorities. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

Incident and Sanction Books: On those rare occasions where the behaviour of a student becomes completely unacceptable and/or is seriously disturbing the learning of others:

- If possible the child should be taken to the Acting Headteacher until the end of the lesson/session or the Acting Headteacher will be called to the incident.

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- Children are not to be sent out of lessons unaccompanied in the case of an incident
- All such incidents would be recorded in the incidents book in the school office and the child's behaviour log.

Any serious incident that is very aggressive or uncontrolled behaviour, has put other children at risk or has endangered the safety of the child concerned which leads to a fixed term or permanent exclusion is recorded in the serious sanctions book. This is always discussed with the Acting Headteacher and the child's parents.

Behaviour outside school (See Behaviour Management on Educational Visits and Off-site Activities): Student's behaviour outside school on educational visits is subject to the school's behaviour policy. Negative/inappropriate behaviour in such circumstances will be dealt with as if it had taken place in school. In cases of serious inappropriate behaviour parents may be contacted to come and collect their child from the venue.

The Acting Headteacher may not allow students to participate in an educational visit (including residential visits) if their behaviour at school indicates that the student's presence on the activity will be prejudicial to good order and/or safety. Any serious offences, whilst on an educational visit will result in the student being sent home at the parents' expense.

Anti-Bullying: For information of how we deal with incidents of bullying, please see our anti-bullying policy. If a case occurred of severe or persistent bullying strong sanctions, such as exclusion, would be implemented.

Duties under the Equality Act 2010 and supporting students with special educational needs and disabled students: In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and special educational needs. In particular we give due consideration to our children who require such, due to their special educational needs or disability when considering behaviour, discipline and sanctions. Adjustments will be made according to the children's individual specific needs.

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability. The school will always take account of any special educational needs when considering whether or not to exclude a student. Students will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the child.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all students fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness, co-operation and self-discipline.

Staff Development and Support: We support our staff in managing and modifying children's behaviour through appropriate Continuous Professional Development (CPD) whereby we bring in specialist trainers to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

Support Systems for Students: In our school we have set procedures for supporting children with their behaviour problems. Students are supported in their behaviour through high expectations of positive behaviour instilled in assemblies, Personal, Social, Health, Economic Education (PSHEE) and Citizenship, class routines, the choosing bag, social communication lessons, celebration assemblies, the 'alert programme' and positive role models of staff and older children. We may implement a behaviour plan for children with serious behaviour issues so that staff, parents and the child understand what is expected of them and the strategies which will be used. In some cases, we may refer children to outside agencies who will liaise with both the school and the child's parents to provide additional support.

Liaison with Parents and other Agencies: Parents are supported through the parent handbook, the school website, weekly newsletters, IEP meetings and meeting the Acting Headteacher/Class teachers/therapists when necessary.

Managing Students' Transition: We carefully manage the progression of the children in this all age special school not only through their educational milestones but also in transition to other schools when required. A particular strength of our school

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is the relationship staff develop with the students. Because our staff team are in constant communication, any specific student support systems or strategies are seamlessly integrated as each student moves through the school to ensure consistency in their behaviour management.

Disciplinary Action against Students who are found to have made Malicious Accusations against Staff: If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care Team to decide whether the student concerned needs services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Acting Headteacher may temporarily or permanently exclude the student. Malicious accusations against our staff are not acceptable and are taken very seriously. Frederick Hugh House may take disciplinary action against students who are found to have made malicious accusations against staff which if necessary, may include exclusion.

Students' Conduct Outside the School Gates: Any student found to show misbehaviour or bullying outside the school gates (including students travelling to/from school, on an educational visit, wearing school uniform externally, or where a student can be identified such as through an email etc.) that is witnessed by a staff member or is reported to the Acting Headteacher; will be subject to proportionate disciplinary measures, which may include exclusion. External misbehaviour includes: behaviour that could have repercussions on the orderly running of the school, posing a threat to another student or member of the public, or behaviour that could adversely affect the reputation of the school.

Behaviour of Parents on/off the School Premises: It is expected that parents will comply with our school regulations regarding dropping off and collecting their children and when on the school premises. Parents must on arrival at the school, ring the buzzer and report immediately to the School Office. They may not wander around the school premises unaccompanied, unless permission has been sought e.g. to collect an item of uniform. Parents should not become angry publically, and if they have a problem this should be dealt with in privacy with the person concerned and if necessary with another member of staff. Complaints should be handled according to the Complaints Procedure.

Parents do not have permission to turn up at the school during school hours unannounced demanding to see their child's teacher. If this happens, and they refuse to leave, they will be escorted off the premises. Parents may not meet class teachers when they are teaching and appointments must be made. If there is a court order against a parent seeing their child the school will abide by the conditions of the order. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called. Advanced notice must be given if a student has to be taken out of school hours e.g. for a doctor's appointment. The child will then be collected by a member of the office staff ready to meet the parent at the appropriate time. The student is then signed out and back in again on return. Parents should not approach other parents on the school premises concerning external matters

Searching and Confiscation which is an appendix to this policy: (Please refer to our policy).

The following legal status documents, related documents and references have been taken into consideration

Legal Status:

- Regulatory Complies with the Education (Independent School Standards) (England) (Amendment) Regulations currently in force.
- *Behaviour and Discipline in Schools, Advice for Head Teachers and College Staff* (DfE: updated January 2016)
- www.gov.uk/government/publications/behaviour-and-discipline-in-schools
- *Special Educational Needs and Disability Code of Practice: 0 to 25 years Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities* (DfE and Department for Health: January 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- *Use of Reasonable Force. Advice for Head of Schools, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.
- *Equality Act 2010* (HM Government: 2010)

Related documents:

- Managing and Modifying Behaviour through Positive Language
- Managing and Modifying Children's Behaviour

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- Anti-bullying Policy and Procedures, Alert Chart, Safeguarding Students - Child Protection Policy and Procedures, Exclusions Policy, Physical Intervention – Use of Reasonable Force, Spiritual, Moral, Social and Cultural policy (SMSC) including Personal, Social, Health and Economic Education (PSHEE) and Supervision of Children Policy.

Frederick Hugh House makes the relevant information available to comply with the above. The policies, working practices, documentation and record keeping support the implementation outlined above.

Care and consideration will be given to the age and special needs of the child when following the guidance in this policy

APPENDIX 1: EXCLUSIONS

Fixed Penalty Exclusion and Permanent Exclusions: Frederick Hugh House will apply its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of application of these policies will be monitored routinely. Ultimate sanctions at Frederick Hugh House are: Fixed Penalty Exclusion or Permanent Exclusion

Neither sanction is used lightly. The power to suspend or expel a student can only be exercised by the Acting Headteacher. If the Acting Headteacher excludes a student, the parents are informed immediately, giving reasons for the exclusion. It is the responsibility of the Trustees to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. Every student has a right to confidentiality – it will be kept in the strictest confidence and only disclosed to those who need to know. We appreciate that such sensitive matters must be dealt with in confidence. If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period temporary exclusion or to convert it into a permanent exclusion, the Acting Headteacher will write again to the parent with the reasons for this decision. Students returning to school after exclusion will be subject to a reintegration meeting organised by the Acting Headteacher. This will normally involve the parents and a Class Teacher.

We may consider it inappropriate to re-instate a student who:

- Threatened or committed violence against other student/s or staff
- Sold illegal drugs
- Stole from the school or a fellow student
- Displayed persistent and malicious disruptive behaviour, including open defiance of authority
- Engaged in sustained bullying of other students

Appeals: An Appeal Panel will be established to consider the appeal. This Appeal Panel will consist of three members including an independent person to act as Chair of the Panel. The Appeal Panel will normally convene within three weeks of the receipt of the letter requesting the appeal. The parents or guardian may bring a representative to the meeting. All letters and documents relied on by the Acting Headteacher shall be made available to the parents or guardian prior to the hearing. The parents or guardian or their representative may ask questions of the Acting Headteacher or may raise any relevant matter for the consideration of the Panel. The Panel may call for any further information it requires. No evidence or argument shall be presented to the Panel in the absence either of the parents or guardian or their representative, or in the absence of the Acting Headteacher. At the conclusion of the hearing, the Panel shall retire to consider what recommendation it may make. The Panel may recommend:

- The exclusion is confirmed
- The exclusion is rescinded
- The exclusion be rescinded and replaced with an alternative sanction.

The recommendation shall be communicated to the parents or guardian and the Acting Headteacher. Every student has a right to confidentiality – it will be kept in the strictest confidence and only disclosed to those who need to know. We appreciate that such sensitive matters must be dealt with in confidence. If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed period temporary exclusion or to convert it into a permanent exclusion, the Acting Headteacher will write again to the parent with the reasons for this decision.

APPENDIX 2: SEARCHING AND CONFISCATION

Frederick Hugh House is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential.

This appendix applies to all staff, volunteers and contractors, paid and unpaid, working in the school including governors. Our School fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Care and consideration will be given to the age of the child when following the guidance in this policy.

This policy has been written using advice taken from Searching, Screening and Confiscation: Advice for Acting Headteachers, school staff and governing bodies DfE 2014. The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN). Equality Act 2010

Search with Consent

- School staff can search a pupil for any item if the pupil agrees. The school will take into account the age of the child when considering consent.
- It is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree. They do not need written consent from the child.
- The school makes clear in their school behaviour policy and in communications to parents and pupils what items are banned. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate sanction as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate sanction

Search Without Consent

- The Acting Headteacher and staff authorised by the Head 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)
- The staff member conducting the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex without a witness present, but only where the staff member reasonably believes that there is a risk
- that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Establishing grounds for a search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.
- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

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- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- When deciding what to do with the confiscated items, staff will follow the guidelines set out in Searching, Screening and Confiscation: Advice for Headteachers, school staff and governing bodies DfE 2014

Dealing with Electronic Devices (statutory guidance)

- Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device:
- In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or to go against the expectation in the school’s Behaviour Policy.
- If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Guidance for carrying out a Search what the law says:

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- ‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats, shoes, boots, gloves and scarves.
- ‘Possessions’ means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil’s possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Also note: The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Lockers and desks: Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees. Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present. If a pupil does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

Use of reasonable force (Please refer to our Physical Restraint and Use of Reasonable Force Policy)

Informing Parents

- There is no requirement for the school to inform parents before a search
- Parents may be informed as part of the school behaviour policy and procedures.
- Parents will be informed if the matter is sufficiently serious or could be potentially harmful to the pupil or the school.
- If a parent makes a complaint then the normal procedures for dealing with a complaint should be followed.

Record Keeping: Although there is no legal requirement for the school to keep records of searches or confiscation. However, as part of our normal procedures any such event will be recorded.