



Oak Lodge School

Positive Behaviour and Relationship Policy

Policy Date	January 2024	Review January 2026
Agreed to be adopted Signature:	Date	Schools & Resources committee
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Ethos and Introduction

Oak Lodge School are committed to providing a caring, calm and secure environment in which tolerance, understanding and respect for others is fostered. We aim to promote a positive culture and to encourage in all pupils a sense of responsibility to themselves, to our school and to the wider community. Celebration of personal achievement and the achievement of others is at the core of our ethos and our approach to behaviour. This is achieved through governors, staff, pupils, parents/carers and stake holders working together in partnership.

Our Trauma Informed Behaviour and Positive Relationships policy is primarily concerned with promoting positive relationships with our pupils and adults with the common purpose of developing a whole school ethos of respect, nurture and empathy by providing clear and consistent behaviour expectations of all children. This also incorporates the need for mental health to be acknowledged amongst our pupils.

Oak Lodge School use a Trauma Informed Approach to Behaviour. All staff are expected to use this approach and the restorative process as a starting point for resolving issues around behaviour. These approaches promote a positive ethos of good behaviour in which pupils can work and play well together with other people. There is a high expectation of behaviour in all aspects of the Oak Lodge School day which places the needs of the child at its centre. Oak Lodge School support all children including those displaying social, emotional and mental health (SEMH) difficulties. We maintain the belief that pupils' behaviour should be understood and can be modified, managed and enhanced in order to enable them to access learning.

Aims

Oak Lodge aim to:

- Encourage a calm, purposeful and happy atmosphere conducive to good learning.
- Foster positive attitudes towards themselves and others which recognises and values achievements at all levels.
- Enable pupils to recognise and appreciate appropriate behaviour.
- Encourage increasing independence and self-discipline so each child learns to accept responsibility for their own behaviour and choices.
- Provide a consistent approach to behaviour management across the school.
- Make boundaries of acceptable behaviour clear and understand the relationship between actions and consequences.
- Enable pupils to feel safe in our school.
- Provide an interesting, well-planned curriculum that motivates children to learn alongside developing the social, emotional and behavioural skills.
- Implement mental health and trauma-informed approach to behaviour in our school.

This Behaviour and Positive Relationships Policy seeks to inform, guide and support staff, parents/carers, and pupils to achieve these aims through actively promoting positive behaviour by reflecting on ten key aspects of school practice.

1. Consistent trauma-informed approach to behaviour management
2. Strong school leadership
3. Classroom management
4. Rewards and consequences
5. Behaviour strategies & the teaching of good behaviour
6. Staff development and support
7. Pupil support systems
8. Liaison with parents/carers and other agencies
9. Managing pupil transition
10. Organisation and facilities

Trauma informed Approach

By using a trauma informed psychological approach, Oak Lodge seeks to understand the underlying causes of behaviour and how they are informed by students' history and individual needs. We understand that functions of behaviour may include communication, emotional regulation and adaptation to environmental circumstances. Oak Lodge is invested in supporting the very best possible relational health between;

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders School staff and external agencies

To this end Oak Lodge is committed to educational practices, which Protect, Relate, Regulate and Reflect.

Protect

Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door and an open-door policy for informal discussions with parents/ carers. Staff trained in 'PACE' modes of interaction (Hughes 2015); being warm emphatic, playful and curious (proven to shift children out of

flight/fright/freeze positions). Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze). A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically). Staff 'interactively repair' occasions when they themselves move into defensiveness. Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.

Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.

School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access calmer, smaller areas with emotionally regulating adults).

Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time. The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

Relate

A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame. Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life. Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions. The emotional well-being and regulating of staff are treated as a priority to prevent burnt out, stress-related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures). Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general. Within the context of an established and trusted relationship with a member of staff (working alliance), children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these

experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards.

PSHE (Personal, Social and Health Education) and psycho-education as preventative input, informed by current research psychological and neuroscience) on mental health, mental ill-health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds. Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.

Ensuring a positive learning community: Responsibilities

Governors and School Responsibility

- Ensure the whole service community has access to and follows the Behaviour Policy which establishes and communicates measures to ensure good order, respect and discipline
- Promote the Equalities Policy to ensure no one is discriminated on the grounds of race, gender disability or sexual orientation, and that it promotes good relations between different communities
- Ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies
- Support, praise and reward students' good behaviour
- Apply sanctions fairly, consistently, proportionately and reasonably – taking into account SEN, disability and the needs of vulnerable children and offering support as appropriate
- Take all reasonable measures to protect the safety and wellbeing of staff and students including preventing all forms of bullying and dealing effectively with reports and complaints about bullying
- Ensure staff are professional at all times and follow the code of conduct.
- Promote positive behaviour through active development of students' social, emotional and behavioural skills
- Keep pastoral teachers informed of student's behaviour
- Support a culture of respect by supporting their staff's authority to sanction inappropriate or dangerous conduct by pupils
- Ensure Governors and head teacher follow the Wandsworth Guidelines to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation
- Develop staff skills in managing behaviour through CPD opportunities as needed

Students' Responsibility

Students will be expected to:

- attend school regularly
- arrive on time to lessons
- be good role models on and off-site
- wear the correct uniform, except in Sixth Form where students are expected to dress appropriately for the educational setting they are in.
- show respect and care to all school staff, pupils, students, school property and the school environment
- bring the right equipment for lessons
- complete all class work and homework to the best of their abilities and submit it on time
- follow the **Oak Lodge Behaviour Agreement (Appendix 6)**

Staff Responsibility

All staff are at the heart of the behaviour management systems.

Staff will be expected to:

- arrive on time and fully prepared to their lessons
- promote and reinforce positive behaviour in the classroom adapting their approach to meet the needs of all
- deliver a suitably planned and structured lesson which meets all needs
- deal with incidents of inappropriate behaviour by following the Behaviour Policy
- Use De-escalation strategies
- Follow the Restorative Approach to Behaviour
- Create and or uphold classroom guidelines.
- Follow the Professional Code of Conduct

Parents/Guardians Responsibility

Parents and guardians are expected to:

- work in partnership with staff to ensure good behaviour
- ensure their child attends school regularly throughout term time and inform the school of any absences
- ensure that as far as possible medical and dental appointments are made out of school hours
- avoid taking their child on holiday during term time
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure pupils/students come to school correctly equipped and prepared to work
- support the completion of homework by ensuring time space and resources are made available to pupils/students

Readiness and Approaches

Our relationships with each other are supported by our Code of Conduct. This provides a framework to help us to provide good models of behaviour at all times for our children and young people.

The quality of our relationships with our children and young people. These relationships are crucial. Each adult is a significant adult for our children and young people. To foster successful, enabling relationships we:

- Actively build trust and rapport

- Have high expectations for all children and young people
- Treat children and young people with dignity and respect at all times
- Listen respectfully to the child or young person
- Invest in your relationships with the children and have fun together
- Identify the strengths in the child or young person – identify these with the child and build on it.
- Name and manage your own emotional reactions to children and young people's behaviour, i.e. demonstrate emotionally intelligent behaviour.
- Seek help if you are finding it difficult to manage your feelings about a child or young person
- Quietly but firmly hold appropriate boundaries for the children and young people
- Seek support from wider professional networks to problem-solve challenging behavior as soon as it is presented.

Classroom Practice

It is recognised that good behaviour needs to be modelled and taught. We embed the PACE (Play, Acceptance, Curiosity, Empathy) approach originated by Hughes in order to support a child's social engagement system. The development of positive pupil/staff relationships along with effective teaching that recognises individual needs encourages children to behave in appropriate and less challenging ways. Staff use a range of strategies, which allow pupils to learn how to manage their emotions more effectively without disrupting the learning of others.

These strategies may include:

- ❖ Time alone in another part of the classroom
- ❖ Time out of class with a known adult supporting
- ❖ Wellbeing Mentor or teaching Assistant intervention
- ❖ Use of a calm/sensory box
- ❖ Use of time away
- ❖ Use of a quiet room

In order to model appropriate behaviour in the playground, teaching and support staff play games and encourage the children to play appropriately with their peers. Staff will supervise children during lunch and breaks at all times and a rota for this is in place. This establishes strong relationships between pupils and staff, providing secure attachments and key adult figures.

De-escalation

- De-escalation techniques are Oak Lodge's primary responsive strategy to behaviour, these include:
 - staff teams will use a calm approach with neutral body language
 - our staff teams will use minimal verbal interactions during de-escalation
 - we will use positive framing language
 - we will use planned and proactive positive distraction (for example

- we will divert the young person to a different, preferred activity or experience
- change their environment (for example allowing a young person to access wellbeing room or outdoor safe space)
- we will encourage the young person to engage in a preferred sensory activity or strategy to help them co-regulate
- changes to the team supporting the young person
- use of space and allowing the young person to move and run
- visual supports to support the young person to process and understand
- any unique strategies that the young person themselves has requested as part of their consultation to their individualised plan that aligns with the Ask, Accept, Develop Strategy and Connect, Co-Regulate and Co-Reflect.

We do not use:

- planned ignoring
- asking a student why they are behaving in a certain way
- any shame based approach
- any language which could be interpreted as threatening, e.g. 'last chance.'

Equal opportunities

Under the Equality Act the Oak Lodge Community acknowledges their legal duty to make 'reasonable adjustments' to practice and policy for children with SEND/EAL. The Equality Act 2010 is clear that schools must make reasonable adjustments to ensure SEND/EAL children are not placed at a substantial disadvantage. This includes making reasonable adjustments in the application of a behaviour policy, to ensure discipline procedures do not discriminate against students who may have a condition that impacts upon their behaviour, such as autism, ADHD etc. It also means ensuring staff working with SEND/EAL students have appropriate training to adjust their practice.

Rewards and Recognition

At the centre of our student rewards system is the firm belief that any 'reward' that is given is a sign of recognition for a student's effort, contribution to learning and progress, aligned with our school ethos. This approach is based on developing students' desire to learn. Pupils are encouraged to suggest their own rewards and incentives through Pastoral feedback, the School Council and Sports Council.

Year 7 - 6th Form Reward Programme:

It is important that achievement and positive learning behaviours are recognised and praised. However it is key that we do not create a 'one size fits all approach'. Each subject teacher and pastoral teacher is encouraged to develop their own reward systems according to individual pupil needs. It is also important to note that some pupils can find the concept of celebrating their successes publicly upsetting or patronising and so individual approach is necessary.

Merits

Under review.

Jack Petchey

- Jack Petchey Award Programme
- House Competition: All members of the school community are put in wither Sun, Forest or Sky house. Several competitions run throughout the year.

Sanctions

Sanctions must be employed with due regard to the purpose, short-term and long-term implications. It is important that sanctions do not undermine a pupil/student's sense of worth. We firmly believe that it is the behaviour that must be subject to censure and not the person. Sanctions will be realistic, sensitive and applied as soon as possible after the behaviour they are designed to address. They are explained fully and sensitively to the pupil/student and are relevant to the age, understanding and general aims for the person. Wherever practicable, sanctions should not be disruptive to other pupils/students.

Approved sanctions The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand - 'being told off', using a firm voice and tone to establish the immediate wrongdoing and constructive next steps.
- Timeout with a member of staff.
- Referring to a wellbeing mentor.
- Reparation e.g. undertaking a task to compensate for the poor behaviour (such as cleaning up an area that has been deliberately disrupted). The task will be relevant to the situation and appropriate to the pupil/student. Tasks will not be demeaning or futile.
- Restriction – a pupil/student may be 'kept in' (e.g. from playtime) for a reasonable period, or they may experience temporary removal of privileges. This may include completing work during break or lunchtime.
- Referring the student to a senior member of staff.
- Letters or phone calls home to parents/carers.
- Agreeing a behaviour contract.
- Suspensions may be made as necessary, in line with Oak Lodge's Suspensions and Exclusions Policy.

Fixed Period Suspensions and Permanent Exclusions

Fixed period suspensions and permanent exclusions are a last resort in managing pupils' behaviour and are only implemented under extreme circumstances. A fixed period suspension entails a temporary removal of a pupil from school.

Exclusion is an extreme sanction and is only administered by the Head teacher or, in the absence of the Head teacher, the Deputy Head who is acting in that role. Oak Lodge adheres to the

Wandsworth Council Exclusion policy and supports all students with a reintegration programme upon their return to the school community. If a student is suspended for a fixed period, schools are responsible for setting and marking work for the first five school days. Grounds for a fixed period suspension include:

- Violent or threatening behaviour towards staff or students
- Damage or threat of damage to school property
- Sexual misconduct, racist behaviour, and bullying
- Persistent disruptive behaviour
- Drug or alcohol-related incidents
- Possession of an offensive weapon

Internal Reflective Days

Internal reflective days may be considered when a risk assessment indicates that the student is at an increased risk of being offsite during a fixed period suspension. The goal of internal reflective days is to allow students to continue learning, understand the reasons behind their behaviour, reduce the likelihood of recurrence, and ensure successful reintegration once the suspension period ends. During an internal reflection day, we work with students towards a restorative outcome. This strategy relies on the cooperation of all parties involved in an incident and is employed when one individual has caused upset or harm to another.

Permanent Exclusion

Permanent exclusion is rarely implemented and is only considered after all other support mechanisms have been exhausted. In certain situations, such as when there is an immediate safeguarding risk to students or staff following a behavioural incident, or when safeguarding issues arise as a result of a behavioural incident, police involvement may be necessary. Oak Lodge staff will collaborate with the police, families, and students to ensure the safety of the entire school community.

Positive Handling and Use of Reasonable Force

Staff will use physical restraint of a pupil if their behaviour is placing themselves or others safety at risk and will do so only as a very last resort.

An approved CPI provider will train all staff in safe holds. A log of training will be kept and maintained to ensure training is current.

Significant physical interventions will be recorded in our CPI physical intervention log and information passed on to all parties as soon as possible after the event. In extreme cases, staff have the right to ask for Police Intervention.

See Appendix 10 - Positive Handling and Use of Reasonable Force Policy

Positive Touch

At Oak Lodge we work with pupils who are very vulnerable and many of them have sensory needs. This may leave them feeling distressed, angry or disorientated. It is natural in these circumstances for a child/young person to seek comfort from the adults they trust.

There have been many studies that show a lack of soothing touch in childhood, particularly during times of distress, can result in physical ill health and problems with anxiety, aggression or depression in later life. Withholding of touch with a very dysregulated child/young person can be damaging to their recovery. Not to reach out to the child in such circumstances, could also be re-traumatising. It can cause long-term damage. In many states of distress touch can be the only means of maintaining a connection with the child/young person who can no longer hear/see signed communication.

Positive touch should only involve the extremities or the back. For example, a hand on the arm, back or shoulder. Supportive hugs where appropriate need to be 'side on'

Many of our pupils have sensory processing needs that can lead to heightened anxiety and/or sensory seeking behaviours. The use of therapeutic touch in these circumstances is also acceptable. This may include squeezing and hugging providing it is done in an appropriate manner (sideways)

Therapeutic/Positive Touch should always be for the benefit of the pupil.

Different levels of behaviour

The behaviours listed here are examples and the incidents that occur in the school may vary depending on the child and the situation. Please do use your own professional judgment. Also, if the students are already on an **amber** or **red** safeguarding concern, please do list ANY level of behaviour onto CPOMS.

Low level behaviour (Level 1)
Low level behaviour is a <u>single occurrence</u> that usually can be resolved/de-escalated immediately.
Low level (L1) Behaviour: <ul style="list-style-type: none">- Refusal to learn- Negative attitude towards learning- Refusal to follow instructions- Inappropriate communication- Leaving class without permission- Verbal Abuse – Pupil- Verbal abuse – Staff- Damage to property- Uniform / Jewellery etc- Late to lesson
Here are some further examples of low level (level 1) behaviour: <ul style="list-style-type: none">• Student A and Student B won't let Student C play football with them• Student A refuses to work in lesson• Student A calls Student B a loser• Student A writes on the desk• Student A misses lesson 1• Student A calls a member of staff a rude word• Student A pushes another student• Finding a student wandering around in the corridors• Student A refuses to listen to staff
Who can respond: <p>Low level behaviour can be challenged by any member of staff with the aim of quickly resolving/de-escalating.</p> If you are still concerned: <p>Please notify the pastoral team who can set up a restorative session or deal with the matter in another form if required.</p>

Medium level behaviour (Level 2)

Medium level behaviour is ongoing/persistent negative behaviour that may be indicative of a bigger underlying issue.

Medium level (L2) Behaviour:

- Persistent refusal to learn in lessons
- Persistent refusal to follow instructions
- Persistent Inappropriate communication
- Regularly leaving class without permission
- Persistent verbal Abuse – Pupil
- Persistent verbal abuse – Staff
- Persistent damage to property
- Regularly late to lesson

Here are some further examples of medium level (level 2) behaviour:

- Student A hits student B very hard during break time
- Student A continues to swear at Student B after a member of staff has told them to stop
- Student A pushed Students B and C then kicks student D in the corridor
- Student A tips over a table in the classroom
- Student A refuses to attend lessons more than twice
- Student A walks out of the lesson more than once
- Student A walks out of the lesson aggressively
- Student A rips up their work
- Continuously disrupting other students from their work
- Student A floods the toilets

Who can respond:

Medium level behaviour can be challenged by any member of staff.

Who can resolve this issue:

You should report this behaviour to the wellbeing team who will set up a restorative session or deal with the matter in another form.

Where to record this behaviour: Arbor and inform wellbeing team.

Where to record this behaviour: Record on Arbor

High level behaviour (Level 3)

High level behaviour poses a potential risk to either themselves or others (physical, social or emotional). It is significant, often with a safeguarding concern which will need urgent attention.

High level (L3) Behaviour:

- Leaving school without permission
- Bringing prohibited items to school
- Bullying : – repeated attacks over a period of time
- Fighting
- Assault- pupil
- Assault - staff
- Threatening Behaviour -staff
- Threatening Behaviour -pupil
- Damage – property
- Theft
- Racist incident

Here are some further examples of high level (level 3) behaviour:

- Student A starts a fight with another student
- Student A tells you that Student B has been sending them inappropriate images
- Student A has been sending bullying text messages or making bullying video calls
- Student A displays discriminatory language (sexist, racist, homophobic etc.)
- Student A brings contraband to school (knives, cigarettes, drugs, alcohol)
- Student A throws a computer across the room

Who can respond:

Any staff can respond to level 3 behaviour (if they feel able to do so) in order to reduce risk for other students or staff. It must be recorded as soon as it is safe to do so.

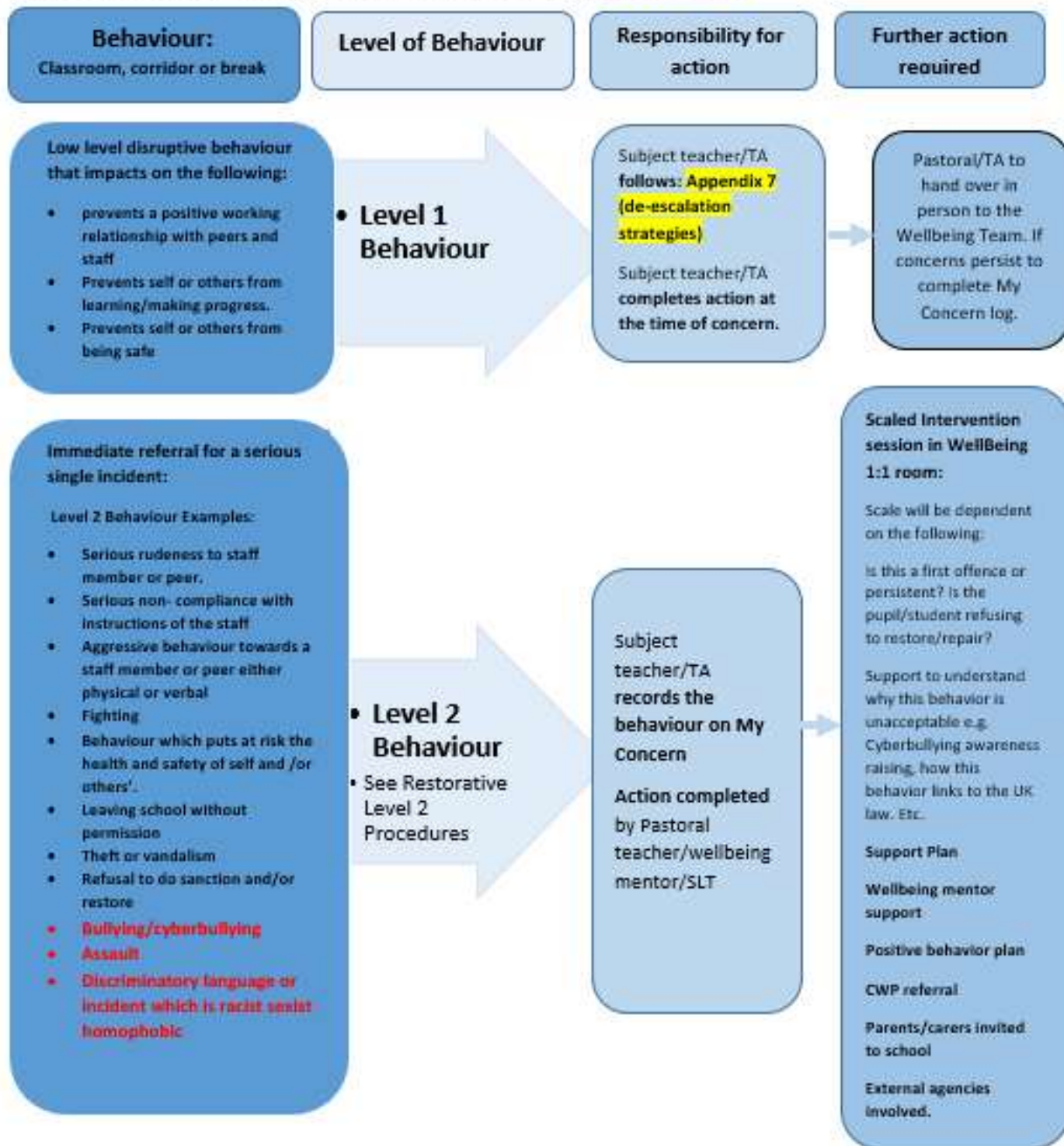
Who can resolve this issue:

You should report this behaviour straight to the SLT team who will deal with the matter.

Where to record this behaviour: Inform SLT immediately record on Arbor

Note: If the behaviour is out of character for that particular student, please be mindful that there could be an underlying safeguarding issue.

Overview of Relationship and Behaviour Procedures (Appendix 1)



Restorative Level 2 Procedures (Appendix 2)

See Appendix 1 for examples of Level 2 behaviours.

See Appendix 8 for information about Pupils on Positive behaviour plans. This will support staff in managing the procedures for individual children.



Preliminary Action:

- See Appendix 7 for Strategies to promote positive relationships and a positive attitude to learning

Approved Sanctions:

- Reparation
- Restriction
- Separation

See Approved sanctions below and in policy. Appendix 4

It is important that sanctions do not undermine a pupil's sense of worth.

We firmly believe that it is the behaviour that must be subject to censure and not the person.

Stage 1: Recognition and redirection Strategies to use at this stage:

- Gentle reminder of the classes/school rules/expectations
- Monitor pupil stress levels and offer 'escape' mechanism eg different seat, calm zone, egg timers, alternative task, work with TA 1:1
- Reminder to all of the Merit reward system for success...Be specific and positive.

Stage 2: Restorative session, outcome agreed (including actions)

Level 2 behaviours

- Stage 2: Restorative session, outcome agreed (including actions)
- This follows the two previous stages when there is continuous disruption or behaviour is **persistent/ repeated** over several lessons.
- Incident recorded on My concern
- My Concern admin team to task and add Pastoral Teachers/TA's into the concerns for information sharing.
- Sanction to be agreed during the restorative discussion.
- Restore all relationships involved in the incident.



Restore relationship either on own or with support:

A positive working relationship is necessary for a positive learning environment and pupil success. Seek support if the relationships are not restored.

Failure to restore and low level disruptive behavior

continues after 3 stages complete a My Concern report and SLT will action the concern.

Level 2 behaviour stages and procedures (Appendix 3)

Level 2 behaviour stages

Stage 1

- Remove from the class for a period of time "cool down".
- Accompany the pupil to the Wellbeing Room (if appropriate)
- Stage on of restorative conversation when ready
- Initial intervention session immediately to engage the pupil.

Stage 2

Record on My Concern.

Stage 3

Lunchtime with SMT to bring all parties together to restore and repair.

Stage 4

Repair, restore &/or intervention and consequences

Level 2 Behaviour Examples:

- Serious rudeness to staff member or peer.
- Serious non-compliance with instructions of the staff
- Aggressive behaviour towards a staff member or peer either physical or verbal
- Fighting
- Behaviour which puts at risk the health and safety of self and /or others'.
- Leaving school without permission
- Theft or vandalism
- Refusal to do sanction and/or restore
- **Bullying/cyberbullying**
- **Assault**
- **Discriminatory language or incident which is racist sexist homophobic**
- **Failure to restore and repair**

Stage 3

This time should include a constructive conversation, based on the restorative questions with all parties with the aim that students understand the harm caused. With the outcome of restoring the relationship and reparation actioned.

Approved sanctions and intervention sessions (Appendix 4)

Approved sanctions:

Reparation, restriction and/or separation.

Discussion with pupil using restorative techniques. Staff to pupil or Pupil to pupil.

Reparation- a pupil might be asked to undertake a task to compensate for poor behaviour (for example cleaning up an area that has been deliberately disrupted) This should be relevant to the situation and appropriate to the pupil. Tasks should not be demeaning or futile.

Restriction-a pupil may be 'kept in' e.g. from play time) for a reasonable period, or he/she may experience temporary removal of privileges. Again emphasis here is on 'temporary' and appropriate to the circumstances. (E.g. catching up on missed work/homework, or to discuss the impact of their behaviour

Separation-a pupil may be separated with discreet supervision within the room or within a separate area for an appropriate period of time in order to receive no rewards or feedback. Time to think

Intervention Session in Wellbeing 1:1 room:

- Bullying
- Cyberbullying
- Assault
- Racist/homophobic/religious incident
- Unable to restore or repair
- Persistent Level 1 Behaviour

Scale will be dependent on the following:

Is this a first offence or persistent? Is the pupil/student refusing to restore/repair?

Support to understand why this behavior is unacceptable e.g. cyberbullying requires awareness raising, How this behavior links to the UK law. Etc.

Some of the following may be necessary to get student back on track: Positive behavior Plan, Wellbeing mentor support, CWP referral, parents invited to school, external agencies involved.

Restorative Process Questions:

What happened? What were you thinking/Feeling at the time? And now?

Who has been affected by what happened? How have they been affected?

What is needed to make this right?

How can we make sure that this doesn't happen again?

All questions can be adapted to suit the needs of the pupil. E.g. pictorial, simplified language

Remember we are trying to repair the harm caused and rebuild the relationship. The perpetrator needs an opportunity to repair the harm caused.

Appendix 5

Behaviour and Relationship Development: Restorative Practice

A brief introduction to Restorative Practice

Restorative Process (RP) is based on the principles of restorative justice (RJ), which is a way of repairing harm that has its roots in a number of ancient cultures including Native American, Maori, Aboriginal and Anglo-Saxon.

In the school context there is growing recognition of the importance of building and maintaining positive relationships in order that effective learning can take place.

A key restorative principle is that where an event causes harm to any member of a community, a way needs to be found to repair that harm; in order to do so, those affected need an opportunity to express their needs, and those who perpetrated the harm need an opportunity to make amends.

Cameron and Thorsborne (2001) explain this well in relation to education:

'Restorative justice in the school setting views misconduct, not as school-rule-breaking and therefore a violation of the institution, but as a violation against people and relationships in the school and in the wider school community. Restorative justice means that the harm done to people and relationships needs to be explored and that harm needs to be repaired.'

Incidents in schools that are dealt with restoratively provide opportunities for harm to be repaired. The process takes place when all parties are in agreement that they want to address the harm in this way and in particular, it is important that the person causing harm accepts that s/he has done so, is ready to be held accountable and wants to repair the wrong-doing. This is a different perspective to the simple application of sanctions, but it does not preclude their use as part of an overall restorative behaviour management system.

Where possible, restorative process brings together those harmed and those who cause harm who, through the restorative process, are faced with the impact of their actions. The judgement of staff involved as to the readiness of the person causing harm and the sensitive and supportive management of the resulting shame are important elements of the process, which can bring genuine changes in attitude and future behaviour. At the same time those who have been harmed have an opportunity to express themselves and to have a say in how the matter is resolved – part of their healing process. An agreement is formed by all parties, with the commitment of all present and includes a shared understanding of the consequences of any breach of this agreement.

If it is not possible to bring together harmed and harmer, restorative processes can also enable the harm, and ways of repairing it, to be explored. Many processes are based on a simple series of questions which can be used in a variety of settings, from small-scale conversations in corridors or classrooms to large conferences involving families and community members, or with whole classes.

- *What has happened?*
- *What were you thinking/feeling at the time? And now?*
- *Who has been affected by what happened? How have they been affected?*
- *What is needed to make this right?*
- *How can we make sure this doesn't happen again?*

(Adapted from) Lewisham Restorative Approaches Partnership- Evaluative Review September 2005

Appendix 6

STRATEGIES TO DE-ESCALATE PEER-VS.-PEER CONFLICT AMONGST STUDENTS WITH EMOTIONAL AND SOCIAL DIFFICULTIES

1. Modelling → The key strategy for managing minor conflict within the classroom is for the teacher to model positive conflict resolution behaviour. If a teacher uses sarcasm, overuses shouting, always responds punitively to minor infringements, holds a grievance over a number of lessons etc. then the students will view this as the 'rules of engagement' in the classroom and act accordingly.
2. Seating Arrangements → Carefully consider your seating arrangements. A U-shaped seating arrangement or group tables may foster positive group work but may also lead to negative interactions because they force students with emotional and social difficulties to sit looking directly at one another.
3. Safe Territories → Students with social difficulties are often resistant to change and become aggressive in response to uncertainty. They will often prefer a set seat and table (a 'territory') in the classroom. Avoid frequent, abrupt changes in seating plans.
4. Team Spirit → Encourage students to take on responsibilities for the running and upkeep of the classroom – such as taking the register, handing out and taking in books, handing out writing equipment, writing the date on the board etc, praising each other's work. Always encourage and reward students who help another student.
5. Use of Language → Use constructive language when advising students on their interactions with one another, "Please speak politely to each other," rather than "Don't call each other names." For some students with concentration and receptive language difficulties, using the negative means they automatically focus on the negative – and then tend to act impulsively on this thought.
6. Red Lines → Read the 'emotional climate' of social interactions – classroom humour and light-hearted banter will go a long way in helping relax the students and make for a better learning environment, but left unchecked it can escalate quickly as students with social difficulties will often take jokes too far. Discuss what the 'red lines' are with students and consistently remind them.
7. Triggers → Try to spot 'hidden' triggers amongst the students who regularly engage in conflict – especially discreet comments (often seemingly harmless single words), leading questions, sly nudges and throwing etc that some students will use to provoke confrontation whilst avoiding unwanted teacher attention / classroom sanctions. If possible, ask a colleague to come and 'help out' in a lesson with the aim of spotting these triggers and those students involved.
8. Soap Opera Switch Off → Try to distinguish between real anger and acted anger. Some students will deliberately over-react as a way of diverting attention from the work, gain adult attention and to try 'score points' against a student they are in conflict with. This may not be something they think through consciously but will habitually resort to. In these situations, it is crucial not to get caught up in the drama and to respond quickly, calmly and matter-of-factly in addressing the issue – then switching straight back to discussing learning.

<p>9. Solution-Focused → If students are in constant conflict, remove either individually or together from the classroom audience to discuss the issue. Move away from the typical 'who started it' discussion and direct them towards 'moving on'. Students with social difficulties are likely to have a deeply embedded view that the only way of ending a conflict is by 'winning' the argument and will need repeatedly coaching in 'letting go'.</p>
<p>10. Slow Motion Repeats → Some students fall into a habit of 'quick responding' – they will misread situations and rapidly respond defensively / aggressively. On talking through a conflict, try to break it down into steps to raise their awareness of how the conflict emerged. Where appropriate, it can be useful to have another adult sit in and explain what happened as a 'neutral'. It is important during this process, that the language 'taking responsibility' and 'putting things right' is focused upon rather than 'blame' and 'punishment'.</p>
<p>11. Action Replays → Where you have trust with a student and they are receptive to your advice, it can be useful to repeat verbatim the insults they have used in a matter-of-fact way (this takes away the taboo / perceived power of such insults) and even 'play act' their responses. This can prove a very effective tool in raising self awareness. In extreme situations, a temporary CCTV camera could be placed in the room to playback behaviour to students involved in constant conflict.</p>
<p>12. Diversion Tactics → Following conflict, ask the student/s involved either going with another member of staff to do a job for 5 – 10mins or if you can trust them, running an errand. This will help provide 'cool off' time and distract their attention from the previous issue.</p>
<p>13. Bully Spotting → If there is repeated conflict between particular students or if there is a complaint made, then it is important to follow it up with an investigation – with support from pastoral staff. Sometimes students may claim that a conflict is a two-way argument when in fact it is being instigated and perpetuated by them as the more dominant, aggressive side.</p>
<p>14. Time Out → Where there are repeated issues of conflict, a protocol – organised in cooperation with dept. colleagues or pastoral staff – may be required to allow particularly volatile students to take limited 'cool off' time in another classroom or office area.</p>

Appendix 7

Positive Behaviour Support Plan



XXXXXXXXXX

My difficult situations	Behaviours I might display
<p>During lesson times, especially when:</p> <ul style="list-style-type: none"> I have to listen for a long time I have to read for a long time I am around lots of people I have to work in pairs I am feeling anxious I am confuse about my work I am feeling restless I am feeling tired <p>• During afternoon periods I am less able to focus.</p>	<p>Early warning signs :</p> <ul style="list-style-type: none"> Tense mouth Face looks tense I will ignore you if you try to talk to me I will start to refuse to go to lessons. <p>If the early warning signs are not noticed I may:</p> <ul style="list-style-type: none"> I will start screaming I will run down the I will kick things I will start shouting at people around me I will go and hide somewhere
<p>What can you do to avoid this difficult situation?</p> <ul style="list-style-type: none"> Make sure I know exactly what we are doing and how long for Give me a picture/symbol card of what we are doing now and next so I look at it to remind myself Slowly talk me through what will happen during the lessons. First we will go look at the royal time lines. Provide a running commentary of the lesson, e.g. "we will first be in group of two then..... and now we will...." If something happens to change the route of the lesson please tell me through this tool Please support me in taking regular breaks by having time out options are on my behaviour plan lanyard 	<p>What can you do if I display challenging behaviour?</p> <p>When I am showing early warning signs:</p> <ul style="list-style-type: none"> Remind me where we are going Make sure I have hold of my picture card to remind me where we're going Play my favourite music Tell me about the fun things we are going to do when we get to our destination <p>If the situation has escalated:</p> <ul style="list-style-type: none"> Take me to a calm room Don't use too many words Please give me space to calm down and process information/sensations Keep reminding me of my options for calm places and safe spaces Help me to express my emotions using the Emotion Scale <p>Afterwards:</p> <ul style="list-style-type: none"> Give me some space with very low sensory stimulus (low light, silence, soft beanbag) for 35 minutes. I can then return to work with regular sensory breaks

I feel good
I am starting to struggle
I Can't Cope
I am starting to go back to feeling good

Appendix 8

Positive Behaviour Support

Positive Behaviour Support (PBS) is an approach that is used to support behaviour change in a child or adult with a learning disability. The focus is not on “fixing” the person or the challenging behaviour itself and never uses punishment as a strategy for dealing with challenging behaviour. PBS is based upon the principle that if you can teach someone more effective and more acceptable behaviour than the challenging one, the challenging behaviour will reduce.

PBS suggests challenging behaviours are learned, and so are open to being changed. PBS teaches alternative behaviour and changes the environment to support the person well. There is nothing wrong with wanting attention, to escape from a difficult situation, wanting certain items, or displaying behaviours, which just feel good. PBS helps people get the life they need by increasing the number of ways of achieving things: for example, by developing communication skills.

PBS helps our young people to learn new skills, so they can use these skills regularly and these are in turn more effective than the challenging behaviour they display. We aim to make this happen by understanding the reasons pupils display challenging behaviour, and by making sure the new behaviours we want to teach are reinforced the same way.

Defining Challenging Behaviour.

- The behaviour itself or its severity is inappropriate given a person’s age or level of development
- The behaviour is dangerous either to the person or to others
- The behaviour constitutes a significant additional handicap for the person by interfering with the learning of new skills or by excluding the person from important learning opportunities
- The behaviour causes significant stress to those who live and work with the person and impairs the quality of their lives to a significant degree
- The behaviour is contrary to social norms’

(Zarkowska and Clements, 1996)

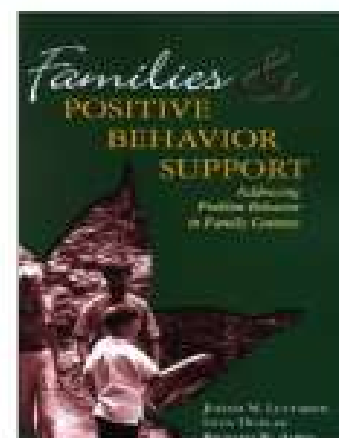
Use of Behavioural Interventions with Children

Conduct Disorder

- Person-centred approach
- Functional Assessment
- Behavioural contracting
- Contingency management
- CBT

Children & Young People with Autism

- Functional behavioural assessment clearly identified target behaviour
- a focus on outcomes that are linked to quality of life
- assessment and modification of environmental factors that may contribute to initiating or maintaining the behaviour
- a clearly defined intervention strategy that takes into account the developmental level and coexisting problems of the child or young person a specified timescale to meet intervention goals (to promote modification of intervention strategies that do not lead to change within a specified time)
- a systematic measure of the target behaviour taken before and after the intervention to ascertain whether the agreed outcomes are being met
- consistent application in all areas of the child or young person's environment (for example, at home and at school)
- agreement among parents, carers and professionals in all settings about how to implement the intervention



Children with learning disabilities who challenge

- Functional Assessment
- ABA
- Positive Behavioural Support



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Appendix 9

Fixed Term and Permanent Exclusions

Exclusion is an extreme sanction and is only administered by the Head teacher or, in the absence of the Head teacher, the Deputy Head who is acting in that role.

Exclusion procedure

below in relation to Exclusion:

Wandsworth Council and Exclusions

All state schools must follow the Department for Education's 'Exclusion from maintained schools, academies and pupil referral units in England' (Statutory guidance for those with legal responsibilities in relation to exclusion), September 2017.

This is the statutory guidance Wandsworth Council and all other agencies/solicitors will expect the school to follow. The Headteacher's and School Governors statutory duties and obligations are explained in the guidance and parties can expect challenge in the event of any departure from the provisions of this guidance.

This document provides some basic advice on the processes which follow a Headteacher's /Principal's decision to permanently exclude and which is not necessarily covered within the guidance. So, for example, the advice given relates to the representations/documents to be included in the Headteacher's pack and presented at the Disciplinary Committee's meeting. It offers some advice and guidance about procedures at the meeting and identifies some of the areas of the permanent exclusion decision that the Governor's should be scrutinising. It is *not legal* or exhaustive advice but attempts to identify some key areas for consideration. Procedural exclusion advice (not legal advice) can be obtained from the Pupil Services Team and in the first instance, from Brian Bew and Andrew Blakely on 020 8871 8017/8084 respectively. But before a permanent decision is made, please see below;

Exclusion - a last resort - before the permanent exclusion decision.

When pupils are identified as being at risk of exclusion early intervention can be sought by contacting the PRUs to discuss the possibility of a temporary dual registration to address behaviour concerns. If issues persist wherever possible, and in the interests of all parties concerned, an alternative to permanent exclusion should be sought. In this regard, Wandsworth do request that in all cases where consideration is being given to making a permanent exclusion decision, the Headteacher/ Principal contact the relevant Pupil Referral Unit for help and advice. For ease of reference, the contact details for the Pupil Referral Units are as follows;

Victoria Drive , Primary PRU 78 Victoria Drive, SW19 6HR Telephone: 020 8780 2360 Headteacher: Mrs Eileen Shannon	Secondary Pupil Referral Unit Francis Barber PRU Franciscan Road SW17 8HE Telephone : 020 8672 0771 Headteacher: Ms Jackie Addison
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Pupils with Education, Health and Care Plans (EHCP) or under statutory assessment

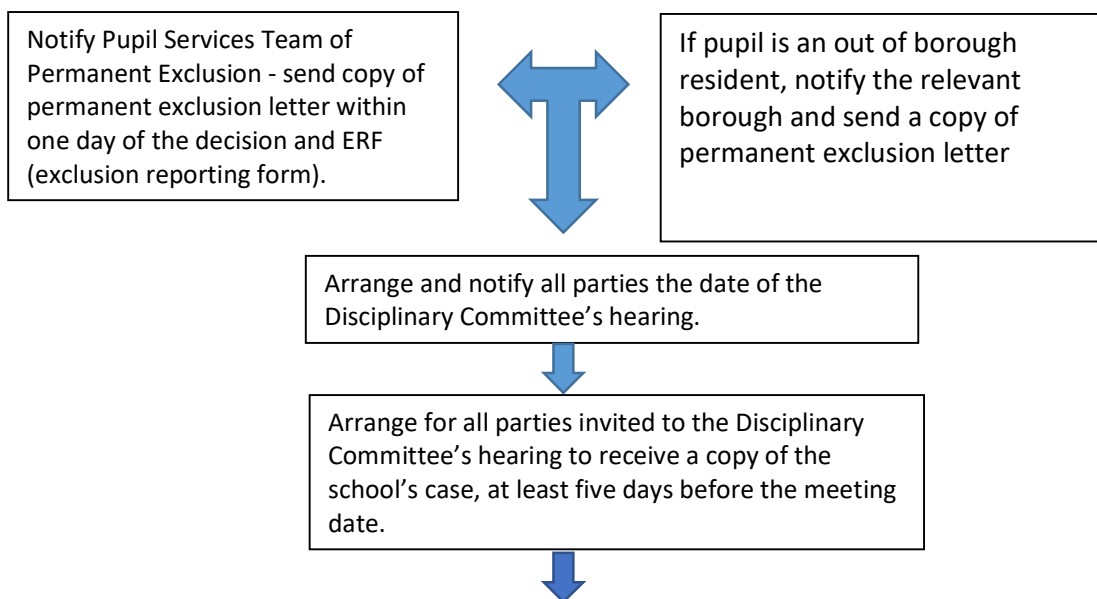
Where a permanent exclusion decision is being considered for a pupil with an Education, Health and Care Plan (EHCP), or under statutory assessment, the Headteacher/Principal, must contact the relevant borough's Special Needs Assessment Team for advice and to arrange an emergency review (if not already convened) .

Wandsworth's Special Needs Assessment Team can be contacted on 020 8871 8061(Ask for the case manager who works with your school)

Some guidance for when a permanent exclusion has been made - to be read in conjunction with the DfE guidance "Exclusion from maintained schools, academies and pupil referral units in England" – Statutory guidance for those with legal responsibilities in relation to exclusion, September 2017).

If no alternative to permanent exclusion can be found and once a decision to permanently exclude a pupil has been taken and arrangements are being made for the Governors Disciplinary Committee to consider the reinstatement of the pupil at the statutory hearing, the following guidance may be helpful.

For Wandsworth resident pupils who have been permanently excluded, it is vital that the Pupil Services Team are informed within one day of this decision. The reason for this is that Pupil Services facilitate the pupil's referral for 6th day educational provision to the Pupil Referral Units. Any delay in receiving the notification of the permanent exclusion can mean a failure of the local authority to meet their statutory obligation to provide education provision from the 6th day of the exclusion.



Arrange for all parties invited to the Disciplinary Committee's hearing to receive a copy of the school's case, at least five days before the meeting date.



Clerk to the Disciplinary Committee hearing to send a copy of the 'outcome' letter within 1 day of completion to Pupil Services and home borough of pupil as appropriate.

The exclusion procedure applies to day and residential pupils and students. A residential pupil will be excluded from both the school and residential during a fixed-term exclusion.

It is the responsibility of the parent/carer to ensure that the pupil returns to school at the end of the fixed-term exclusion.

Exclusion, whether fixed term or permanent **may** be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the School's Behaviour Policy:

- Verbal abuse to Staff and others
- Verbal abuse to students
- Physical abuse to/attack on Staff
- Physical abuse to/attack on students
- Indecent behaviour
- Damage to property
- Drug related incidents*
- Misuse of other substances
- Smoking on site
- Theft
- Serious actual or threatened violence against another person
- Sexual abuse or assault
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour.

This is **not** an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

*Drug related incidents include being in possession of any amount of drugs, selling or passing of illegal or controlled/prescribed drugs to others, using drugs

Appendix 10

Positive Handling and Use of Reasonable Force Policy

Oak Lodge 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.

This policy is a whole school policy and applies to all pupils including boarders. Care and consideration will be given to the age of the child when following the guidance in this policy.

This policy applies to all staff, volunteers and contractors, paid and unpaid, working in the school including governors.

This policy has been written using advice taken from Use of Reasonable Force, Advice for Headteachers, staff and Governing Bodies DfE 2013

The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND). Equality Act 2010, SEN and Disability Code of Practice 0-25 years 2015.

Definition of Terms:

Handling – refers to any physical intervention applied by a member of staff where it necessary to make physical contact with a student in order to manage their conduct or ensure their own or others safety. Handling strategies may be restrictive or non-restrictive and include shepherding, guiding, supporting, blocking, confining, holding and, in the most extreme cases, restraining.

Use of Reasonable Force – is the application of appropriate and proportionate force required to achieve the required outcome from the handling strategy employed (see above) without further endangering the student, member of staff or others present at the time of physical intervention.

Restraint - is the positive application of force in order to actively prevent a child from causing significant injury* to him/herself or others or seriously damaging property. *Significant Injury would include: actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and self-poisoning.

It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, significant injury would have followed.

Who can use Reasonable Force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school.
- It can also apply to people whom the Head has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
- The decision on whether or not to physically intervene is **down to the professional judgement** of the staff member concerned and should always depend on the individual circumstances.

When can Reasonable Force be used?

Reasonable force can be used:

- to prevent pupils from hurting themselves or others, from damaging property, from committing an offence, or from causing disorder;
- to control pupils or to restrain them;
- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- to restrain a pupil at risk of harming themselves through physical outbursts;

Minimising the need for Physical Intervention

In most circumstances Physical Intervention must be a last resort or an emergency action.

Therefore, all staff should:

- endeavour to create a calm environment which will minimise the risk of incidents where the use of physical intervention may be required;
- endeavour to teach pupils how to manage strong emotions and conflict through opportunities for SMSC and wider aspects of the school curriculum;
- Undertake a functional analysis to establish effective support plans. (Page 2 training document)

When can Reasonable Force NOT be used?

Reasonable force can never be used as a form of punishment.

Guidelines for the Use of Physical Restraint

Professional judgement should be used in circumstances where the use of physical restraint and reasonable force is needed.

- Staff should not hesitate to act in an emergency provided they follow the guidelines in this policy.
- Staff should always satisfy themselves that the action they take would be considered justifiable by a wider audience of professional colleagues.
- In any application of physical restraint, the minimum reasonable force should be used to calm down the situation.
- Help should be summoned from colleagues; pupils should never be involved in restraint.

What to do in circumstances when the use of physical restraint and reasonable force is needed

- Approach the pupil calmly but firmly.
- Where possible, the consequences of refusing to stop the behaviour should be explained and it should be communicated to the pupil that physical contact or restraint will stop as soon as it ceases to be necessary.
- A calm and measured approach is required by staff throughout.
- Follow de-escalation approaches and training provided.
- Where required call for a change of face.

CPI – (Crises Prevention Institute Practice)

Restrictive interventions include seclusion, physical restraint, isolation time-out and protective devices used to reduce behaviour that is injurious to the person, others or property. Such interventions are to be used safely, in a manner that insures dignity and respect and only as a last resort. Such interventions should only be used by staff who have been trained in de-escalation prevention strategies and who have demonstrated competence in the use of restrictive procedures.

Nonviolent Crisis Prevention & Intervention Training (CPI) focuses on prevention and equips individuals with proven strategies for safely defusing anxious, hostile, or violent behaviour at the earliest possible stage.

Restrictive interventions include seclusion, physical restraint, isolation time-out and protective devices used to reduce behaviour that is injurious to the person, others or property. Such interventions are to be used safely, in a manner that insures dignity and respect and only as a last resort.

At CPI, we are dedicated to changing behaviors and reducing conflict for the Care, Welfare, Safety, and Security of everyone. We believe in the power of empathy, compassion, and meaningful connections. We believe personal safety and security are the antidotes to fear and anxiety.

Training and Development at Oak Lodge School.

- Identified staff will undertake **Positive Behaviour management Pro – Care staff full Course Child Programme Restraint training – 3 day course – provided by Positive Response Training & Consultancy. RRN approved and BiLD association edified Training.**
- **A few Senior staff will undertake**
- **All staff will undertake in house behaviour management training and de-escalation provided by our Behaviour Lead.**

Method of Restraint

The method of restraint employed must use the minimum force for the minimum time and must observe the following:

Restraint must not:

- Involve hurting the pupil
- Involve deliberately inflicting pain on the pupil
- Restrict the pupil's breathing
- Involve contact with sexually sensitive areas
- Involve locking the pupil in a room

During any incident the person restraining should:

- Offer verbal / signed BSL reassurance to the pupil
- Cause the minimum level of restriction of movement
- Reduce the danger of any accidental injury
- Cease the restraint if there are any signs of physical distress in the pupil such as sudden change in colour, difficulty breathing or vomiting

Physical restraint can be:

- Partial – restricting and preventing particular movements
- Total – as in the case of immobilisation

Physical intervention can take several forms and may involve staff:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back

- Following trained restrictive holds

Do:

Summon help immediately. A pupil can be sent to get another adult.
 Ensure a free passage of air through airways
 Be aware of any feelings of anger
 Continue to talk to the pupil in a calm way
 Provide a soft surface if possible
 Be aware of any accessories worn by you or the pupil that could cause injury
 Monitor the pupil's respiration, circulation and state of consciousness

Don't:

Try to manage on your own
 Stop talking, even if the pupil does not reply
 Straddle the pupil
 Push their arms up their back
 Touch the pupil near the throat or head
 Put pressure on joints or on arterial pressure points (inside of upper arm, groin, neck)
 Use facedown holds

Recording Incidents

Minor or everyday use of reasonable force does not need to be recorded. For example, very young children running off in the playground and being guided back to the line by the teacher or assistant.

All serious incidents involving the use of physical restraint **must** be recorded following the incident in the Bound & Numbered book and reported to the Headteacher and the Head of Care if Headteacher off site then Deputy Headteacher / Head of 6th Form. These are located in Residential Head of Care Office, Head of 6th form office and Main school office. The Head teacher must be provided with the Bound and Numbered book to sign off in a timely manner.

Telling parents when force has been used on their child

In a serious incident where a member of staff has had to physically restrain a pupil, the parent will be informed on the day and the conversation must be followed up in writing to the parent.

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties. DES 2003 Reference number: LEA/0264/2003

Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning

Disability and/or Autistic Spectrum Disorders DES July 2002 Ref: LEA/0242/2002

Legal Framework

An employee may have lawful excuse for the use of positive handling if:

- preventing a child or young person causing harm to themselves
- preventing a child or young person committing a criminal offence
- preventing the child or young person causing harm to another person, this may include other staff, adults, volunteers or members of the public.

Or in school setting:

preventing any behaviour which is prejudicial to the maintenance of good order and discipline.
(section 93 Education and Inspections Act 2006)

Authorised staff: In respect of schools, the Education Act 1996 allows teachers to use reasonable force to control or restrain pupils. It also allows other people to do so, in the same way as teachers, provided they have been authorised by the Headteacher to have control or charge of pupils. Those might include teaching assistants, primary helpers, midday meal supervisors, education welfare officers, escorts, premises officers or voluntary helpers.

Those exercising the power to use reasonable force must take proper account of any special educational need (SEN) and / or disability that a young person might have. Under the Disability Discrimination Act 1995 Children's Services have two key duties:

1. not to treat a disabled child less favourably, for a reason relating to his or her disability, than someone to whom that reason does not apply, without justification
2. to take reasonable steps to avoid putting disabled children and young people at a substantial disadvantage to those who are not disabled.

Reasonable force may also be used by staff in schools in exercising the statutory power (section 45 violent crime reduction act.2006) to search young people without their consent for weapons, where there are reasonable grounds for suspecting the young person is in possession of a weapon. A second person is required to be present at the time of the search.

However services are advised not to search young people where resistance is expected, but rather to call the police.

Emergency physical interventions - on occasion it may be judged by a member of staff or team that the use of a physical intervention may be appropriate given a level of relative risk in a situation that could be described as unforeseeable. Staff remain responsible and accountable for their actions or inaction and must still act within current legislation and guidance.

What happens if a pupil complains when force is used on them?

Complaints received from service users or their advocates that they have suffered inappropriate, excessive or unlawful Physical Intervention will be investigated under the WSCB's Procedures for Managing Allegations against Staff. If evidence is found of such an offence, action will be taken under the Disciplinary Code. In cases of serious abuse, assault, maltreatment or violent/dangerous/reckless behaviour, this may lead to dismissal. It is therefore, essential to read and follow these guidelines closely.

Risk assessment

In order to ensure the health, safety and wellbeing of children, young people and staff, it is essential that a risk assessment are in place for any potential or following an extreme incident requiring restraint a risk assessment is in place for all physical interventions.

When assessing risk the following must be considered:

- the environmental context of risk
- personal vulnerability factors affecting individual children and young people
- the probability of emerging risk and the seriousness of potential outcomes
- how preventative and proactive measures may affect the level of risk
- the potential outcomes of not intervening

Individual risk assessments will be needed where it is known that a child has difficulties or additional needs or disabilities that either increase the risk of challenging or risk taking behaviours or make them particularly vulnerable to interventions:

- communication impairments that make the child less responsive to verbal communication
- physical difficulties and / or sensory impairments
- conditions that make the child fragile, such as haemophilia, brittle bone syndrome or epilepsy
- dependence on equipment such as wheelchairs, breathing or feeding tubes

There may be occasions when a member of staff should not intervene in an incident without help, unless it is an emergency. Communication systems should be in place to enable a member of staff to summon assistance when necessary, and agreements made that in certain circumstances steps should be taken to remove other children potentially at risk and assistance summoned either from within the staff group or, in extreme cases, the police.

Insuran

Wandsworth's Insurance Manager advises that the school or service need to contact him / her for any claims made against the school / service / Council and/or their staff alleging inappropriate physical restraint. In the event that a claim situation arises, the service manager must immediately forward all information and letters of claim to the Council's Insurance Manager at the Town Hall who will then advise the service concerning response to the claim. The Council's Liability Insurer will make decisions on whether the Council are legally liable in terms of compensation. This is subject to service establishments operating within these guidelines.

Allegations of abuse against staff

Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

The allegation will be reported to the Local Authority Designated Officer (LADO) who will then be involved from the initial phase of the allegation through to the conclusion of the case.

If an allegation is determined to be unfounded or malicious, the LADO should refer the matter to local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher should consider whether any disciplinary action is appropriate against the pupil/student who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, including if he or she was not a pupil.. In September 2010 the Crown Prosecution Service published guidance for the police on harassment under the Protection from Harassment Act 1997. In the event of the member of staff being found to have been subject of a malicious allegation a procedure of supervision and counselling support is to be put in place for the member of staff and the pupil at the earliest opportunity.