



POSITIVE BEHAVIOUR MANAGEMENT POLICY

INCLUDING DISCIPLINE, SANCTIONS AND EXCLUSIONS

This policy, which applies to the whole school, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Date Adopted:	
Written by:	<hr/> <p>Signature</p> <hr/> <p>KAREN GASTER</p> <p>Name</p> <hr/> <p>HEADTEACHER</p> <p>Title</p>
Approved by:	<hr/> <p>Signature</p> <hr/> <p>ANNE-MARIE CARRIE</p> <p>Name</p> <hr/> <p>CHAIR OF GOVERNORS</p> <p>Title</p>
Last Review by: Date:	
Next Review by Board of Trustees:	[Date]

Under the Equality Act 2010 we have duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief, and sexual orientation.

This policy has been equality impact assessed and we believe it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any employee or applicant and it helps to promote equality at this school.

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Availability: This policy which applies to all activities undertaken by the school, inclusive of those outside of the normal school hours and away from the school site and is inclusive of all who work, volunteer or supply services to our school. They have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the Policies Register.

This policy complies with The Education (Independent School Standards) (England) Regulations currently in force.

1. Monitoring and Review

This document will be subject to continuous monitoring, refinement and audit by the Headteacher, who will ensure *Yarrow Heights 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.*

that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. This document was reviewed and agreed by the Board of Governors in February 2021 and if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require, prior to February 2022, the policy will be reviewed accordingly.

2. Policy Intent

This Policy intends to:

- provide a consistent approach to behaviour management;
- define what we consider to be unacceptable behaviour, including bullying;
- outline how pupils are expected to behave;
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management and
- outline our system of rewards and consequences.

3. Written Statement of Behaviour Principles

At Yarrow Heights School, through a caring, positive, calm and firm approach we ensure:

- every pupil understands that they have the right to feel safe, valued and respected, and learn free from the disruption of others;
- all pupils, staff and visitors are free from any form of discrimination;
- staff and volunteers always set an excellent example to pupils;
- rewards, consequences, and reasonable force are used consistently by staff, in line with the Positive Behaviour Support Policy;
- the Positive Behaviour Support Policy is understood by pupils and staff;
- the Exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions;
- pupils are helped to take responsibility for their actions;
- families are involved in behaviour incidents to foster good relationships between the school and pupils' home life;
- positive behaviour, using encouragement, praise and rewards;
- inappropriate behaviour is discouraged, using a structured system of consequences used consistently and
- our pupil's self-esteem is promoted, increasing levels of self-responsibility and self-awareness through target setting, sharing of those targets with pupils and the teaching of coping strategies.

4. Roles and Responsibilities

The Governors and the staff team at Yarrow Heights School are committed to making provision for the education and supportive social and behavioural care for up to 60 pupils aged 7 – 16. Most pupils have an Education, Health and Care Plan (EHCP) and have been identified as being on the Autism Spectrum. This includes behaviour difficulties and a degree of comorbidity. Our school provides a caring and supportive learning environment where pupils make progress relative to their individual starting points and where all members of the school community feel valued, safe and respected. Our aim is to encourage pupils to develop personal, social, and employable skills to enable them to become confident, independent, and aspiring young people. Working with parents and carers is fundamental to the success of this policy. We expect reinforcement of positive behaviours out of school so that there is always consistency of expectations and outcomes .

Yarrow Heights School is committed to school-wide positive behaviour support to improve behaviour and quality of life for all pupils. We seek to understand behaviour based on assessment of the social and physical environment in which the behaviour happened and to shape and encourage positive, wanted behaviours via skills teaching, environmental changes and use of positive reinforcement.

It is recognised that many of our pupils have learning difficulties, including literacy and numeracy delay and specific learning difficulties. Here at Yarrow Heights we enable a positive ethos, celebrating both personal, behavioural and academic achievement. To this end we provide an engaging curriculum that is tailored to the individual needs and learning styles of each pupil. Appropriate and acceptable behaviour is taught via planned activities (group or

individual), personal, social, health, economic and citizenship (PSHEE&C) lessons, reflection time, assemblies, modelling, relationship restoration and reflection postincidents. This approach underpins our daily practice.

Staff: Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils as recorded in their Personal Development Plan
- Recording behaviour incidents (see appendix 3 for a behaviour log)
- The senior leadership team will support staff in responding to behaviour incidents.

Parents/carers: Parents/carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the child's tutor promptly

5. 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.

Yarrow Heights School 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.

6. Aims and Objectives

Our aims are to

- Treat behavioural difficulties and problems in the same way we treat all learning difficulties and errors: through understanding, patience and skills teaching;
- Understand the underlying factors causing and maintaining behaviours, in order to respond positively, consistently and effectively, provide a caring, safe and supportive learning environment, structures and strategies to empower the individual to manage his/her own behaviour, promote emotional regulation and independence, enhance communication and socialisation and raise self-esteem;
- Treat all pupils with respect and fairness celebrating their achievements and support pupils to participate in their local community;
- Understand that challenging behaviour has a communicative intent, recognise that the ultimate function of all behaviour is to get needs met, appreciating that children on the autistic spectrum may have different needs and more limited means of achieving, identifying and communicating those needs;
- Protect and keep safe the individual concerned and the other people around the child including staff.
- Eliminate all forms of discrimination, harassment and bullying as well as promoting equality of opportunity and wellbeing of all pupils and staff in the school;
- Accept that the child has a right to make choices and express themselves using satisfactory means;

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- Teach and promote the skills necessary to meet the needs of all individuals to enable them to change the behaviours that tend to stigmatise and/or isolate them;
- Understand that punishments are not successful in affecting long term positive behaviour change, not least because they do not teach what 'to do', appreciating that pupils learn from experiencing the immediate outcomes of their behaviour i.e. the natural consequences;
- Support pupils to be in the most effective state for learning (happy, relaxed engaged and motivated) and ensure the wanted behaviours they display are positively reinforced in an environment where generalised reinforcers such as praise and encouragement are the norm;
- Understand that what is reinforcing for one individual on one occasion may not be on another occasion or for another person, and seek to identify and use positive reinforcement effectively in all school processes;
- Support each pupil to develop their emotional regulation skills through the use of highly visual strategies as laid out in The Zones of Regulation.
- Support pupils that need a higher tier of behavioural support with individual behaviour plans see Appendix 5 - 6 working with outside agencies such as mental health professionals to seek advice and support as necessary;
- Train and support staff to understand behaviour and equip them with skills and knowledge to effectively manage problem behaviour using PBS approaches ;
- Detail strategies that support the development of positive behaviours and
- Define roles and responsibilities of staff, whole school, and the parents .

7. The School Environment

We are well aware of the impact of the Yarrow Heights School 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 pupils 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.

8. Skills Teaching

This policy acknowledges that problem behaviour is often the result of skill deficits, which may include, communication skills, emotional regulation, tolerating aversive environments and situations (including physical stimuli, waiting, accepting no), identifying own needs, social skills, yet also extends to academic skills deficits, where dysfluency in a topic or skill area may require excessive response effort and problem behaviours functioning to escape and avoidance of demands subsequently seen. Furthermore, academic skills deficits often result in unsuccessful learning experiences resulting in work demands or making errors becoming extremely aversive.

Staff will proactively identify skills deficits that are related to behaviour through use of the positive behaviour self-assessment checklist tool, use of hassle logs, observations during classroom learning activities, reviews of any behaviour incidences and teach these systematically through use of games, role-play, challenge tasks and board games. These areas will also be supported by the school's social skills and PSHE curriculum. The school will also seek to ensure that academic task demands are sufficiently differentiated according to individual need, with clear step-by-step instructions, multiple opportunities for success presented with a focus on building fluency of precursor skills. School values and expectations will be displayed in all classrooms and around the building> These expectations have been determined by the pupils and represent the core values of the school.

9. The Rights and Responsibilities of Children

We take seriously the rights and responsibilities of pupils and believe that as a child you have the right to:

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

10. 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.
- 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.

Differential reinforcement: Differential reinforcement involves positively reinforcing (strengthening) wanted behaviour, while not giving value to unwanted behaviour. Staff will be given training, support and guidance to help ensure they do not give unwanted behaviour value (e.g. responding to behaviour functioning for attention with any sort of attention e.g. eye roll, 'having a word' or a reprimand). Where any low level unwanted, or problem behaviour occurs, staff will use the following strategies:

- Praise others displaying the wanted behaviour
- Remind (the whole class) of expected behaviour
- Give clear instructions to re-focus the class
- Look for pauses in the unwanted behaviour then (after a pause in the behaviour):
 - Prompt expected behaviour to the individual
 - Offer an appropriate 'way out' e.g. by prompting an appropriate alternative communication or strategy

Staff will use a range of generalised reinforcers such as varied, task specific praise, gestures (such as thumbs up, high 5's clapping etc.), stickers, points, at a high rate, and will seek to identify pupils individual preferences to

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increase the likelihood of an action (such as giving praise) being an effective reinforcer. A range of reward systems will be linked to points used as generalised reinforcers and will seek to motivate pupils to display positive, wanted behaviour.

11. Personal Development Plans (PDP)

PDPs are written for each pupil. The tutor will ensure that these identify the needs of each individual pupil and specify how best to support the pupil and meet their needs. The focus of the PDPs is always recognising the positive qualities pupils have and encourages interventions and strategies to be designed to promote further positive achievements.

Each pupil is also risk assessed; this ensures full curriculum accessibility and guides other staff regarding support strategies that are appropriate for that pupil and any risk that may exist. All PDPs are approved by the team around the child (TAC), reviewed termly (or more frequently if necessary) and available to parents/carers and other professionals working with the child. Indeed, all staff are aware that the PDPs are a working document and are used as an important reference point when considering further support for pupils.

Some pupils may receive additional support from members of the Extended Team, this could include work with Parents/Carers through our Family Liaison team, individual support from one or more of our therapy team, and psychologists. Social Care may also provide support to the pupils and adults working with them.

12. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor attitude, displays of unkindness, rudeness and verbal aggression

Serious misbehaviour is defined as:

- Any form of bullying
- An assault on a fellow pupil or member of staff
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers, matches, lighter or vaping equipment
 - Fireworks
 - Pornographic images
 - Any article a staff member 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)

13. Responses to Specific Behaviours

We seek to avoid the use of punishment, not least because punishment:

- Is rarely effective in the long term
- Does not teach alternatives - 'what to do'
- Behaviours often still occur when the person delivering the 'punishment' is not around
- Often leads to escalating behaviour or people 'getting their own back'
- Limits opportunities for the person to behave appropriately (and for us to encourage and reinforce this)
- Tactics are often aversive and unpleasant
- Individuals can easily become habituated to punishment
- May not actually be 'punishment' (e.g. being 'spoken to' if the behaviour was functioning for attention)

- For sanctions that remove privileges, once it is gone (taken away) what's the point?

Our pupils with ASD think differently, therefore they require an approach that seeks to understand and support their individual needs, including if a behavioural issue has arisen. This is not to excuse or accept poor behaviour, but it is an understanding that punishing a student with ASD is often counter-productive since their behaviour difficulties usually stem from their lack of real understanding and / or skill deficits relating to identifying and communicating their own needs appropriately and tolerance of aversive environments. Clear expectations of behaviour will be shared, taught and practiced and each student will focus on one of the school expectations and school values, Confidence, Resilience and Success.

Every case is different and must be dealt with on an individual basis. Our approach to behaviour leadership is to look very carefully at what has triggered the reaction of the student in the first place, what has historically maintained that problem behaviour, and to work at ways of avoiding such situations by teaching new skills, thereby increasing tolerance and understanding of similar circumstances. Therefore, where needed, pupils at the school will have a behaviour support plan, written in conjunction with the pupil themselves, in order to share their triggers and possible problem behaviours with staff. During weekly wellbeing sessions behaviour patterns are looked at. For those pupils who may display severe problem behaviour, a Psychologist skilled in behavioural analysis will carry out an assessment with an appropriate intervention plan developed and monitored.

Whilst some flexibility is anticipated when supporting and managing much behaviour, other behaviour must always be managed consistently across the school. The response then depends on the age and development of the pupil. A member of staff should attempt to keep the pupil in sight without pursuing them and ensure that they are contactable by mobile phone. As a general rule, if a pupil is out of sight for 10 minutes the police and parent/carer are called and informed. This time scale will be reduced significantly if the pupil is young or especially vulnerable. Individual approaches and guidance to absconding will be part of the pupil's PDP.

The specific responses are:

Behaviour	Response
Smoking/Vaping	The member of staff who sees or suspects a pupil of smoking/vaping should inform the pupil's tutor. The pupil will be expected to hand over any cigarettes, tobacco, lighters/matches and vaping equipment. The tutor will then inform a member of SLT.
Off site	If a pupil absconds from the school site, the school office and Deputy Head must be informed immediately.
Assault of a peer or member of staff	Assault of any person is always unacceptable. Those assaulted will always be offered first aid and support. The Headteacher, through discussion with SLT and other staff, will then decide if further consequences, for example exclusion or police involvement are necessary.
Drug use	Any concerns and suspicions about drug misuse possession or a person being under the influence of drugs must be reported to the Headteacher/SLT immediately.
Significant damage to property	A pupil who causes intentional and significant damage to property will be issued with a bill of damages sent to their parent/carer.

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.
- Any sanctions which are considered humiliating or degrading
- 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.

14. Pupil Code of Conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect and kindness to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings, school property and the property of others with respect
- Wear the correct uniform at all times
- Accept consequences when applied
- Refrain from behaving in a way that brings the school into disrepute, including when outside of school

15. Classroom and around the School

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom, and all staff model respectful and positive behaviours around the school

All Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Encourage a climate of kindness, respect, and consideration
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Use positive reinforcement

16. Physical Intervention and the application of Team Teach

In some circumstances, staff may use reasonable force to physically intervene to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property that is likely to cause injury/harm to others

Incidents of physical intervention must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

All staff are trained in Team Teach an ICM accredited framework of skills and strategies that focus on calm communication and de-escalation. They are supported and trained by two In-house Advanced Team Teach Tutors who monitor and evaluate any incidents which involve physical intervention (see Team Teach Policy).

Team Teach is a holistic and accredited method of behaviour support and management, at least 95% of all support interventions are non-physical; physical restraint forms a very small part of Team Teach. The physical and non-physical aspects of Team Teach are used throughout the school. Any physical intervention must be reasonable, proportionate and necessary. The use of force is always a last resort.

Where any physical restrictive intervention is deemed necessary this should be planned according to the pupil's PDP, evidence based, lawful, in the children's best interests, reasonable, proportionate, necessary and dignified. A full review of any physical interventions should be undertaken as quickly as possible after the incident to identify any lessons learned and this shared with the parent/carer and the pupil's wider team, such as the Local Authority

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contact.

17. Confiscation

Any prohibited items (See Appendix 2) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school order and the wellbeing of the pupil and others. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Any searching and screening of pupils if necessary is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

18. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to behaviour that challenges the calm order and learning within the school and wellbeing of all pupils may be differentiated to cater to the needs of the pupil.

The school's senior leadership team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from parents/carers, the schools' specialist teachers, members of the therapy team, the school's child psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

19. The role of other agencies

Yarrow Heights School 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.

20. Incident and Sanction e-Books

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

- If possible the child should be taken to the Headteacher until the end of the lesson/session or the Headteacher will be called to the incident.
- 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 e-book and the child's e-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 Headteacher and the child's parents.

21. Behaviour outside school (See Behaviour Management on Educational Visits and Off-site Activities)

Pupil'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 Headteacher may not allow pupils to participate in an educational visit (including residential visits) if their behaviour at school indicates that the pupil'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 pupil 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.

Record Keeping: All behaviour will be logged on the school's behaviour monitoring system, CPOMS. This will enable the school to analyse behavioural trends. These patterns and trends in behaviour over time will be evaluated and acted upon - shared with staff regularly, communicated/discussed with pupils and parents.

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

Pupil transition: Our staff are provided with training on promoting positive behaviour support, including proper use of physical intervention (Team Teach), as part of their induction process. Positive Behaviour management will also form part of continuing professional development. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Equality Impact Assessment: This document forms part of our school commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics, as well as to promote positive practice and value the diversity of all individuals and communities. As part of its development this document and its impact on equality has been analysed and no detriment identified.

Activity / event expectations: Expectations for specific activities or events will be treated in the same way as general class expectations (as described above). Expectations will always say what pupils are expected to do, with staff carrying out brief checks for discrimination of understanding of what expectations and school values mean before an activity starts. As above, staff will use expectations, as a prompt to praise and reinforce wanted behaviour.

Positive behaviours skills self-assessment: Pupils will have a checklist of positive behaviour skills which they will self-assess (with support from teachers) on a half-termly basis This will serve to remind pupils of the behaviours they need to display and identify those skills that they may be currently missing or not displaying often. Staff will work with pupils to teach and practice skills they are missing or find difficult. Staff will also work with pupils on identifying triggers and to what emotional level.

22. Legal Status

- Regulatory Complies with the Education (Independent School Standards) (England) (Amendment) Regulations currently in force.
- The Equality Act 2010
- *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)
- [Searching, screening and confiscation at school \(DfE: 2018\)](#)
- *SEND Code of Practice (DfE: 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)
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- [Supporting pupils with medical conditions at school](#) (DfE: 2015)

Related documents:

- Managing and Modifying Behaviour through Positive Language
- Anti-bullying Policy and Procedures, Alert Chart, Staff Behaviour – Code of Conduct, Safeguarding Pupils - 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.

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated.

APPENDIX 1: EXCLUSIONS (See Exclusions Policy including Procedures)

Fixed Term Exclusion and Permanent Exclusions: Yarrow Heights School 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. Absolute ultimate sanctions are: Fixed Term Exclusion or Permanent Exclusion

Neither sanction is used lightly. The power to suspend or expel a pupil can only be exercised by the Headteacher, with confirmation required by the Chair of the Board of Governors. If the Headteacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. It is the responsibility of the Headteacher to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. Every pupil 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 Headteacher will write again to the parent with the reasons for this decision. Pupils returning to school after exclusion will be subject to a reintegration meeting organised by the Headteacher. This will normally involve the parents and a Class Teacher.

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

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

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 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 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 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 Headteacher. Every pupil 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 Headteacher will write again to the parent with the reasons for this decision.

APPENDIX 2: SEARCHING AND CONFISCATION

This appendix applies to all staff, volunteers and contractors, paid and unpaid, working in the school including the Chief Executive Officer. 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 Headteachers, school staff and governing bodies DfE: 2018](#). 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

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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 Headteacher and staff authorised by the Headteacher 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.
- 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.

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- 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.

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.

Appendix 3: Staff Training Log

Name	Training Received	Date Completed & Logged on Personnel File	Trainer/training organisation	Trainer’s signature	Staff member’s signature	Suggested review date

Appendix 4: Example Behaviour log:
(Behaviour Logs will be held electronically)

<i>Pupil's name:</i>	
<i>Name of staff member reporting the incident:</i>	
<i>Date:</i>	
<i>Where did the incident take place?</i>	
<i>When did the incident take place? (Before school, after school, lunchtime, break time)</i>	
<i>What happened?</i>	
<i>Who was involved?</i>	
<i>What actions were taken, including any consequences?</i>	
<i>Is any follow-up action needed? If so, give details</i>	
<i>Appropriate member [name and date] of senior staff informed of the incident (staff, governors, parents, police, Local Authority):</i>	