



# Hidelow Grange School

## Behaviour Policy

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| <b>Written:</b> January 2017       |   |
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*CareTech's children's education services provide a safe and stimulating learning environment in which young people are always offered a fresh start, and empowered to achieve and fulfil their unique potential*

## Description and Ethos of Hidelow Grange School

Hidelow Grange is an Independent School operating within the Branas Isaf Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors.

Hidelow Grange is an independent school providing specialist education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, and who are Looked After Children. The school specifically caters for boys who present with a range of complex interpersonal, emotional and behavioural issues.

**For a more detailed description of what the school offers see “Statement of Independence” and School Prospectus.**

## OUR PUPILS

All young people at Hidelow Grange School have a history of harmful behaviours, including harmful sexualised behaviours and social, emotional and mental health needs often accompanied by a range of additional learning needs.

Most of the pupils have had interrupted histories in education and care. There are a wide variety of attainments on admission. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Pupils are:

- aged 11 to 18;
- boys only;
- placed within the residential setting of Branas Isaf;
- residents from placing authorities throughout the United Kingdom;
- all present a range of harmful behaviours;
- most are in receipt of an EHC plan.

## THE VISION

Our school aspires to become a centre of excellence renowned for making outstanding educational provision for the very special pupils we teach.

This vision drives everything we do and will be achieved through...

- A rich, deep and personalised education designed to meet the needs of each pupil;
- A pupil centred, skills focused curriculum that is relevant to the 21st century and inclusive of all;

- Encouraging all members of the school community to strive beyond expectations and develop a lifelong love of learning;
- Offering a broad range of learning experiences within a curriculum that values academic attainment as well as social, moral, spiritual and cultural aspects of education;
- Providing personalised careers education and guidance, with aspirational next steps planning, preparing pupils for their future;
- Recognising that time is precious: working quickly to turn around pupils' attitudes towards education so they enjoy their time at school and make the most of the opportunities on offer;
- Working collaboratively with our professional partners to support the needs of each individual pupil.

Pupils will:

1. Be challenged to engage in learning and achieve meaningful qualifications that will enable them to take their next steps in education, employment or training;
2. Develop into healthy, resilient and confident individuals who are ready to lead fulfilling lives as valued members of society;
3. Create, nurture and maintain healthy positive relationships with others;
4. Experience success, whatever form it takes;
5. Become enterprising, creative contributors ready to play a full part in life and work;
6. Celebrate diversity and develop into ethical, informed young people who are ready to be citizens of the world.

## OUR MISSION

Our mission statement is:

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our pupils develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

## OUR VALUES AND INTENT

**Our values**

- **Aspiration** : We encourage each other to be the best we can be
- **Curiosity**: We never stop learning and wondering about the world
- **Independence**: We think for ourselves and determine our own future
- **Innovation**: We look for new and creative solutions to problems
- **Reflection**: We learn from our experiences
- **Tolerance**: We value difference and respect other people's opinions
- **Trust**: We believe in the honesty and reliability of others

**Our Curriculum Intent**

For our staff: Everyone at Hidelow supports and challenges pupils to invest in education as a priority for a successful placement

**For all learners:**

- To undergo an initial 6-week assessment so we fully understand their needs for effective learning;
- To achieve at least 95% attendance in school;
- To engage in creative learning experiences appropriate to their needs, supported by an accurate individual learning plan;
- To achieve nationally recognised academic awards in core subjects;
- To achieve accreditation in a wide range of subject areas;
- To become independent learners;
- To learn how to keep themselves safe, and build positive relationships with those around them;
- To take part in decisions that shape their lives, the school and the community in which they live;
- To demonstrate the behaviours needed to stretch themselves and cope with the challenges of learning;
- To attend and participate in regular therapy sessions;
- To learn strategies to manage their feelings and know where to go for help when things are difficult;
- To have the opportunity to participate in work experience and work related learning opportunities;
- To develop the Literacy skills they need for adult life;
- To learn the skills to apply mathematical concepts;
- To learn the skills to use digital technologies creatively and safely in preparation for the world in which they will live;
- To lead healthy, active lifestyles;
- To develop as social, moral, spiritual and culturally aware individuals who are ready to make a positive contribution to society as adults.

## Supporting systems

At Hidelow Grange School we take a holistic approach to behaviour. We work together to provide consistency in response and support of our students. We create systems, routine and processes to provide an environment that fosters positive behaviour in every aspect of school life, and reduces the likelihood, severity and impact of unwanted challenging behaviours.

## The Principles of Nurture

The majority of our pupils have attachment difficulties; therefore we have founded our practice on the Nurture Group Principles to give our children the opportunity to make up for missed early experiences and create a setting conducive to early developmental learning.

- **Children develop social, emotional and behavioural skills developmentally:** their emotional stage of development may differ from their chronological age- we try to work with them at the level they are at;
- **The classroom provides a safe base** that reduces anxiety, where adults are reliable and consistent;
- **Nurturing approaches are key to developing positive self-esteem;**
- **Language is a vital means of communication:** we develop emotional literacy to give our students the language they need to put their thoughts and feelings into words;
- **All behaviour is communication:** we try to understand the meaning behind the presenting behaviour;

- **Transitions are significant** in the lives of all children and can cause stress and anxiety: these need to be managed carefully with preparation and support.

## General Pupil Management

### a) Expectations

The school has a set of five core behavioural expectations which are:

- **Stay calm and behave safely**
- **Allow others to learn**
- **Be respectful and tolerant of others**
- **Listen carefully and follow instructions**
- **Work hard and do your best**

### b) Classroom Management

Teachers should provide a stimulating learning environment and follow the principles of good classroom management:

- Classrooms are tidy: free of clutter and mess;
- Pupils' work is well organised, easily accessed and regularly assessed in line with the Pupil Assessment Policy;
- Resources for the lesson are organised and ready prior to the lesson;
- Lessons adhere to a clearly planned structure including starter and plenary activities; differentiation and inclusion; and planning the use of support staff;
- Pupils enter the room calmly;
- Teachers direct where students sit and ensure they remain in their agreed work areas;
- Students take responsibility for their personal work area;
- Pupils are aware of 'time out' areas;
- Teachers use the points system to encourage and acknowledge engagement and good learning behaviours;
- Teachers introduce the lesson objectives at the start of every lesson;
- At the end of the lesson, pupils remain quietly in their seats waiting for the teacher to dismiss them;
- Teachers never leave their classroom unattended or unsupported during lesson time;
- Students are encouraged to have a sense of ownership of their learning environment by displaying their work and encouraging them to keep classrooms clean and tidy;
- We take a Dyslexia Friendly Approach which improves access and motivation for all.

### **c) Behaviour outside the classroom**

Behaviour management of pupils outside the classroom, moving between classes or at break times, is essential. Staff should communicate clearly and work together to avoid issues at these times.

Each class group has assigned support staff who act as Support Assistants. They support in class, guide pupils at transition times and support break-time activities. Teachers should wait at the classroom door at lesson change-over to monitor pupil movement and support transition. Support staff and teachers who are not teaching in the next lesson should support this process by placing themselves strategically to pre-empt any issues.

At break times and lunch times, all students are supervised by their support staff between and in the break rooms or outside. Support staff are to encourage the students to eat and drink before playing games; and to make constructive use of their break. At the end of break, support staff should support pupils to their next lesson so they arrive on time and ready to learn.

The exception to this is those pupils who have earned a 'working break' who should be guided straight to the appropriate room. The teacher concerned should spend time with the young person to ensure that they and their staff understand the work they have to do.

#### **The Structure of the School Day**

Most pupils at Hidelow Grange School respond well to the consistent structure of the school day. We take into consideration the needs they may have regarding remaining focussed; socialising with peers and participating in group activities. The routine of the school day, the timetable and length of lessons provide the right structure to meet these needs.

#### **The Dyslexia Friendly Approach**

Dyslexia friendly approaches benefit all learners. These involve arranging classroom and learning to by enhancing organisation, space and resources in a way that maximises learning potential for all. Hidelow Grange seeks to apply the Dyslexia Friendly Approach to all aspects of school life as a tool for improving access and motivation to learning for all young people.

#### **Incentives, Rewards and Sanctions**

##### **Rewards and incentives:**

The school operates an incentives and rewards system based on Reward Points. Pupils can earn points each lesson by following the behaviour expectations and working towards individual behaviour targets. At the end of the lesson, the plenary is used, in part, to review each student's points for that lesson. Pupils who do not meet the required threshold may receive a Working Break. Students NEVER lose points during a lesson but may FAIL TO ACHIEVE them.

At the end of each week, awards and rewards such as certificates and reward activities are given on the basis of points earned over the week. We also have a Pupil of the Week Award which is agreed by the teaching team and given to the pupil who has shown particular effort and resilience that week.

### **Sanctions:**

Decisions about which sanction may be appropriate will take into consideration the best interest of the child.

#### **Working Breaks- Making up for Lost Learning Time**

A Working Break is an opportunity to catch up on work missed that lesson, or to improve work so it is expected standard for that pupil.

Working Breaks take place in the morning break, at lunchtime and for up to an hour and a half after school each day. These sessions are facilitated by the teaching staff to make up for the learning missed. A member of staff and the student will also use this time to reflect on the lesson; what went wrong, and what needs to happen next time to avoid future issues. Work can also be completed on Thursday afternoons before participating in Thursday activities.

On rare occasions when a pupil has missed learning because of their behaviour, and have not made up the lost learning time, the work may be sent home. This work should be completed fully before the young person participates in an evening activity. Care staff should support young people to complete this work to a good quality, and return it to the teacher the following school day.

#### **Time Out**

Sometimes students may struggle to maintain their behaviour within the class. They may become disengaged from the lesson and disrupt the learning of others. When other strategies have been exhausted it may be appropriate to direct them to a quiet place to give them time and space to re-engage in their learning.

Time Out should take place in an empty classroom, the Chill Out Room, Thrive Room or Common Room. It should not take place in the corridors or on the stairs. Staff will decide which room suits their individual young person- the Common Room should not be used for students who may cause damage.

#### **Proactive planning**

Sometimes a student presents a significant risk in a particular classroom, using specific equipment or on an offsite activity. It may be appropriate to make alternative arrangements to maintain their safety until there has been a review of the risk assessment. It is important to understand that these arrangements are not a punishment, but are necessary to reduce the risk.

#### **Internal Exclusion**

At times, it may be appropriate for a teacher to direct a pupil to work elsewhere. Internal exclusion is immediate short-term provision on the school site to enable education for the rest of the pupils to continue without disruption. This can only be arranged in agreement with the Headteacher. The teacher concerned is responsible for setting work for the pupil to complete. Internal exclusions are

recorded on our on-line system *Behaviour Watch*. They must be time-limited and for the shortest possible length of time. The teacher, pupil and Headteacher will arrange a restorative meeting to rebuild relationships and ensure the pupil is able to resume their learning within the classroom without unnecessary delay.

### **Exclusion from School Policy**

At Hidelow Grange School we aim to include all pupils. We approach all challenging behaviour in a supportive and constructive way. We believe that exclusion is often counterproductive for young people who have experienced rejection from education in the past. However there may be rare and exceptional occasions when the actions of a young person lead to no alternative.

The school does not take the decision to exclude lightly. Only the Headteacher has the power to exclude and all exclusions must be discussed with the Head of Quality (Education). Whilst the government guidance on exclusion does not apply to independent schools, this policy is written taking government guidance into consideration *Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (DfE 2017)*.

The decision to exclude a pupil should be taken only:

- In response to serious breaches of the school's behaviour policy; AND,
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

#### **Acts that may result in exclusion:**

- Acts of threatened or actual deliberate physical violence against students and staff;
- Acts of extreme or constant disruption leading to serious instability in the class or school group;
- Acts of drug or alcohol misuse whilst on school premises or supplying drugs;
- Extended periods of non-cooperation in the school routine involving or leading to previous acts;
- Acts of sexual abuse or assault;
- Allegation relating to safeguarding;
- Acts of general, sexual, racial, or homophobic bullying;
- Possession, use or threatened use of an offensive weapon.

#### **Exclusion Procedures:**

Given the nature of our students, exclusion is never used as an automatic response. In each situation the Headteacher will consider:

- Whether there has been a serious breach of the school behaviour policy
- A risk assessment of the level of threat and disruption caused by the pupil concerned
- Whether an exclusion would be in the best interests of the pupil concerned, staff and other students



Information will be gathered from all concerned before any decision is taken. This will include interviewing any staff and pupils involved, and witnesses to the incident. A decision will be taken as quickly as is possible. However, the final decision relating to the length of the exclusion might be taken during the exclusion period itself.

Care Staff and Social Workers will be notified as soon as possible, and their views will be taken into consideration as part of the decision-making process. However the decision rests with the Headteacher and the Head of Quality (Education).

It is expected that most fixed term exclusions last between 1 and 5 days. The length of an exclusion will normally be long enough to allow time for reflection and take into account the seriousness of the offence and the impact it has had on others in the school. By law, the Head Teacher may exclude a pupil for up to 45 days in total per school year. During the exclusion period, work will take place to secure a pupils' successful reintegration to the school. In the case of long term absence from school, a phased return may be used.

The school will set work for the excluded pupil to ensure they do not miss out on their education.

#### **Reintegration to school:**

Before the pupil returns to school, a meeting will be convened with the pupil, their care team, the Residential Home Manager and the Headteacher to discuss the incidents that led to the exclusion. The purpose of this meeting will be for the team and child to support successful reintegration to school and plan to reduce the risk of further exclusion.

**For a more detailed description of our approach to exclusions, please refer to the school Exclusions Policy.**

#### **Restorative Approaches**

At Hidelow Grange School we take a **restorative** approach to resolving conflict and preventing harm. This involves a range of strategies to repair and rebuild relationships by taking a problem-solving approach so those who have been harmed can convey the impact of the harm to those responsible, and those responsible can acknowledge this and take steps to put it right.

This approach can be used to resolve issues relating to bullying, classroom disruption, poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.

To be effective, restorative approaches must be in place across the school. This means all pupils, staff (including non-teaching staff), management and the wider school community must understand what acting restoratively means and how they can do it.

For further information please see <https://www.restorativejustice.org.uk/restorative-practice-schools>

## Planning for the Individual

Every pupil has a Pupil Passport outlining their strengths and needs and suggesting the strategies that work best to support them. Teachers use these when planning how to support each pupil in class.

This planning begins at the referral stage and continues throughout the pupil's time with us. We use the following processes to assess and identify a pupil's needs and provide the support needed.

- a) The Referral and Assessment process
- b) Baseline assessments, tracking and review
- c) Risk Assessments and Behaviour Plans
- d) Individual Education Plans & Positive Handling Plans
- e) Personal Education Plans and EHC Plans
- f) Placement Plans
- g) Differentiation

## Managing the Behaviour of Individual Students

### i) Overview

Managing and responding to incidents of challenging behaviour requires the use of a range of strategies and approaches: what works one day may not work another; what works for one pupil may not work for another. Knowledge of the individual young person's needs will help identify which approaches may work best.

### ii) Being Proactive – Early Intervention and de-escalation

Unwanted behaviour in school falls on a spectrum from low level, persistent disruption to violent assault and self-harm. Staff respond to challenging behaviour quickly and consistently to reduce the possibility of the situation escalating.

Staff should:

- Be vigilant at all times;
- Challenge the behaviour and not the individual;
- Praise appropriate responses and choices;
- Allow the student to take responsibility for their actions;
- Give the student the opportunity to explain their actions and why they are in difficulty;
- Keep initial intervention low key when possible;
- Offer the student alternative choices – a “way out”;
- Attempt to diffuse and distract and, refocus the young person on the task;
- Be clear and assertive in their expectations of young people;
- Allow take-up time;
- Give rule reminders and praise to the class or individual to keep the focus on learning and on those who are doing well.

### iii) Recording and Monitoring Incidents

Any incidents of poor behaviour that are not quickly diffused by staff are recorded on our on-line system *Behaviour Watch*. This includes any behaviour requiring any form of consequence or sanction.

We use this to monitor the behavioural progress of pupils and patterns of behaviour. This helps staff identify triggers, plan proactive steps to prevent behaviour reoccurring, and consider the best strategies to support.

Ordinarily, these occurrences are not formally recorded through an incident report. However, on occasion, particularly if there is an emerging pattern of poor behaviours, the Headteacher may ask teachers to write an incident report on any further incidents. These reports will be copied to the Registered Manager to ensure a consistent approach across care, therapy and education.

Patterns of poor behaviour are discussed at the Placement Planning Meeting (PPM) and when the level of concern demands further action, a multi-agency response will be planned.

### iv) Restrictive physical intervention

#### Use of Physical Intervention

Restrictive physical intervention at Hidelow Grange School will only be used in line with the following legislation:

- Children's Act 1989 / 2004
- Education Act 2002
- Education & Inspections Act 2006
- The Human Rights Act 1998
- European Convention on Human Rights and Fundamental Freedoms
- Use of Reasonable Force: Advice for Headteachers, staff and governing bodies; DfE, 2013

All staff are fully trained by MAYBO. Staff know how to spot and defuse potential conflict situations and are proficient in a variety of physical intervention techniques if a situation escalates and becomes unsafe. For further information please see <https://www.maybo.co.uk/>

Physical Intervention is only used when one or more of the following circumstances occurs:

- **The young person is harming themselves or is in danger of harming themselves**
- **The young person is harming others or is in danger of harming others**
- **The young person is causing damage to property.**

Physical Intervention requires an application of reasonable force. Referring to government guidance (DfE, 2013), this is defined as follows:

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.

- 'Control' may involve passive physical contact, such as standing between pupils or blocking a pupil's path; or active physical contact such as leading a pupil by the arm out of a classroom.
- 'Restraint' is when a pupil is physically held to keep themselves or others safe until they regain their self-control. It is used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Every intervention with a young person is unique but should follow a consistent set of procedures that acknowledges the level of action required for any given situation.

- Any initial intervention should be verbal with the intention to de-escalate or diffuse a situation through a variety of techniques but should be done with consideration to body language, position, tone of voice and relationship with the individual.
- Consideration should be given to the use of guiding the young person through use of shepherding techniques; arm around shoulder, linking arms, friendly holds. Particular thought should be given to the safety of the staff member should a situation further escalate. It is also easier to upgrade a hold from this position if necessity dictates.
- Should a situation require immediate physical intervention this should be done quickly and with confidence to secure the young person. Thought should be given to the type of hold necessary, communication with other staff members, who will take the lead, communication with the young person and the safety of surrounding environment.
- Although not always practical, single person holds should be avoided if possible and physical intervention not initiated if in a room alone with a young person.
- Whilst the desired outcome is to release a young person as soon as it is safe to do so, of paramount importance is the use of downgrading holds as required by the situation. This allows a little extra time for a young person to be kept safe, allows staff time to make further assessment and, should the situation deteriorate again, holds can be upgraded once more. Any release of a young person should be done gradually and in communication with all parties.
- It is essential that, once physical intervention is assessed as necessary, staff take control of the situation and remain in control. It is the decision of the staff members, in communication with each other and the young person, as to how the process proceeds. It is NOT the decision of the young person as to when it is safe to downgrade and release the hold.

### **Reporting and Record-keeping**

- A Physical Intervention (PI) Report must be completed as soon as possible, and within 24 hours of the incident.
- School PI Reports are stored on the school shared drive and should be logged in the PI log, as well as on *Behaviour Watch*.
- The Registered Manager is notified and notifies the placing authority.
- The completed PI Report is sent to the Registered Manager who sends a copy to the placing authority.

### **Debriefing**

- The young person will be given the opportunity to debrief- to reflect on the incident and contribute to the written report. The young person will also be offered the opportunity to seek medical advice, if needed, and to speak with someone about the incident other than those involved.
- Staff involved in an incident will also be debriefed- to reflect on what happened and consider practice.
- Generally these debriefs will be held with the Headteacher unless he was involved in the PI.

It may also be necessary for Senior Management to revisit the risk assessment and behaviour plan for the individual to ensure that it is still accurate and appropriate. This would normally happen through a multi-disciplinary meeting.<sup>7</sup>

### Searching, Screening and Confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

Before screening or conducting a search of a pupil, it is vital that schools consider their obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; it can be interfered with, but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8.

#### Searching

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item identified on the DfE list, or any other item that the school rules identified as an item which may be searched for.

Although it is legal for staff to use reasonable force to search a pupils for items listed on the DfE prohibited items list, it **would not be appropriate at Hidelow Grange School**. Pupils at Hidelow have a history of sexual trauma and searches using reasonable force, would likely cause further psychological trauma. The exception would be when, if a search was not carried out the pupil would likely be physically harmed or likely to physically harm another’.

**The DfE list of prohibited items is:** (Reasonable force can be used to search for these items)

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

- 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 property of; any person (including the pupil).
    - an article specified in regulations:
      - tobacco and cigarette papers;<sup>4</sup>
      - fireworks; and
      - pornographic images.

**Additional Banned Items at Hidelow Grange School** (Reasonable force **CANNOT** be used to search for these Items)

- Magnets
- Blu tack

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

#### **The role of the headteacher, the designated safeguarding lead and authorised members of staff**

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.

The headteacher should ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

#### **Pupils who do not co-operate with a search**

If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.

If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use **reasonable force** to conduct the search

#### **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 headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
- headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items.

**Strip searching**

A strip search is a search involving the removal of more than outer clothing .Strip searches on school premises can **only be carried out by police officers** under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

In the event of a strip search Hidelow staff have a duty of care to ensure the DFE guidance is followed in order to safeguard the child.

**Recording searches**

Any search by a member of staff for a prohibited item and all searches conducted by police officers should be recorded in the school's safeguarding reporting system (Behaviour Watch), including whether or not an item is found.

The report must include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found;
- what follow-up action was taken as a consequence of the search

**Informing Parents/Carers/Local Authority**

Parents/Carers/ Local Authority should always be informed of any search for a prohibited item listed in paragraph 3 that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

**What legislation does this guidance refer to?**

- Coroners and Justice Act 2009
- Criminal Justice and Immigration Act 2008
- Health and Safety at Work etc. Act 1974
- The Education Act 1996
- The Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- The Schools (Specification and Disposal of Articles) Regulations 2012

## Complaints & Representation

Every young person has the right to make a complaint about something that has happened to them. This includes any grievance they may have about the initiation, method or outcomes of any process of behaviour support occurring in the school day.

A young person may wish to make an informal complaint or make use of the formal process, as documented in the School Complaints Policy. All complaints should come through the Headteacher in the school day, or other senior manager in absence. A young person may ask a member of staff to advocate on their behalf, but the advocate must still come to the Headteacher.

Whilst the details of an informal complaint are not formally investigated, a log must be made in the Complaints Book. The Headteacher will make enquiries and seek resolution of the matter without recourse to the formal procedure, yet subject to policy timescales.

If a young person wishes to make a formal complaint, this is recorded in the Complaints Book held by the Headteacher. A formal investigative procedure is followed and recorded, with timescales for resolution agreed.

Should a complaint contain information that school staff consider to be a child protection matter, the school Safeguarding and Child Protection Policy will be followed without delay.

It is the right of every child to have access to an advocate should they request. The advocate is able to help and empower the young person express their views and wishes where otherwise they might find it difficult to be heard. Should a young person request such representation the school has a duty to ensure that this happens.

**For further information please see School Complaints Policy**

## **Staff Development & Support**

All members of the staff team are given the opportunity to develop their skills individually and as a team, and are given regular opportunities to reflect. Formal Continuous Professional Development (CPD) is offered to staff throughout the year. In addition, support networks are in place through daily briefing and debriefing; staff meetings; care team meetings; individual supervision; PEP and PPM meetings to reflect on the needs of individual students and what works well. The Headteacher will always make time for any staff needing advice or support.

**Every member of staff must ensure their MAYBO training is updated every year.**

## **Monitoring and review**

This policy will be reviewed and updated on an annual basis, and scheduled as part of the school's policy review calendar.

**The date of next review will be September 2023**



Monitoring of all recorded information in the school takes place on a half-termly basis as part of the Headteacher's Monitoring Report. Data involving reportable incidents, bullying and physical intervention will be monitored to inform our practice.

| Teaching Staff   | Qualifications   |
|--|--|
| <b>Sam Goodchild</b><br>Headteacher; DSL;<br>LAC; Teacher: PE                        | BSc (Hons) in Sports Studies;<br>PGCE: Secondary Education   |
| <b>Charlotte James</b><br>DDSL; SENCO; Exams<br>Officer; Teacher:<br>Maths, ICT, Art | BA (Hons) in Primary Education specialising in SEND  |
| <b>Mark Maddock</b><br>0.6 FTE<br>Teacher: Science, DT                               | B.SC. (Hons): Applied Zoology (with Agriculture);<br>PGCE in Biology and Science (Distinction in Teaching<br>Practice)<br>Post-Graduate Certificate of SEN |
| <b>Victoria Cooper</b><br>Teacher: English;<br>Enrichment                            | BA (Hons) English Literature and minor Religious<br>Studies; Dip (HE) Diploma in Community, Youth and<br>Play Work; PGCE Secondary English                 |
| <b>Juliet Smith</b><br>Teacher: PSHE;<br>Humanities; Art;<br>Enrichment              | BA (Hons) in Humanities with History; PGCE<br>Secondary Geography  |

### Roles & Responsibilities

### References

This Behaviour Policy should be read with reference to the following internal and external documents to give a clearer picture of the expectations of working practice in the teaching staff team

- Positive Environments Where Children can Flourish, OFSETD 2018
- Reducing the Need for Restraint and Restrictive Intervention, HM Government, 2019
- Safeguarding and Child Protection Policy

- Complaints Policy
- Whistleblowing Policy
- Teaching and Learning Policy
- Health and Wellbeing Framework
- SEND Policy
- School Timetable
- Exclusion Policy
- Dyslexia Friendly Action Plan
- Admissions Policy
- Quality Framework