

# Newhaven King's Park Behaviour Policy

**This policy was reviewed and rewritten in May 2020**

This policy is informed by the underlying tenet of the school ethos whereby all behaviour is viewed as purposeful. Functions of behaviour may include communication, emotional regulation and adaptation to environmental circumstances. Where children with Autistic Spectrum Conditions often display unconventional and challenging behaviours, the school emphasises determining the function of these behaviours and supporting the development of more appropriate ways to accomplish those functions.

The most effective behaviour policies are those where staff and students have a sense of shared ownership. All members of staff and young people at Newhaven are expected to maintain an atmosphere conducive to learning, with courtesy, mutual respect and a focus on understanding each other as basic requirements.

The policy is designed in practice to secure the safety and wellbeing of students and staff at Newhaven School. It is outlined in this document through the titles outlined in the 'ten key aspects of school practice' identified in the Department for Education's *Behaviour and discipline in schools* (2014).

Rewards and sanctions will be developed in line with the needs of the individual with the key element of any incident being the understanding of each other and the desire and ability to restore the situation. The policy recognises that this understanding will often need to be taught using ASC specific techniques.

## **A School Behaviour Policy in maintained schools**

### **What the law says:**

- The Head Teacher must set out measures in the behaviour policy which aim to:
  - promote good behaviour, self-discipline and respect;
  - prevent bullying;
  - ensure that students complete assigned work;
  - regulate the conduct of students.
- When deciding what these measures should be, the Head Teacher must take account of the Management Committee's statement of behaviour principles. The Head Teacher must have regard to any guidance or notification provided by the Management Committee which may include the following:
  - screening and searching students;
  - the power to use reasonable force and other physical contact;
  - the power to discipline beyond the school gate;
  - when to work with other local agencies to assess the needs of students who display continuous disruptive behaviour;
  - pastoral care for staff accused of misconduct.

- The Head Teacher must decide the standard of behaviour expected of students at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
  - Teachers' disciplinary powers include the power to discipline students even when they are not at school or in the charge of a member of staff.
  - The Head Teacher must publicise the school behaviour policy, in writing, to staff, parents and students at least once a year.

## **1. A CONSISTENT APPROACH TO BEHAVIOUR MANAGEMENT**

- 1.1.** For a positive behaviour system to be successful it must be consistent in its approach and application whilst taking account of reasonable adjustments as set out in the Equalities Act of 2010. These adjustments will be set in place to support students to improve their behaviour and the school must endeavour to make it clear to other students why they are in place to minimise feelings of unfairness. This behaviour policy was formed through consultation with the student council, a working party that included SLT, an educational psychologist, a speech and language therapist, CAMHS, the ASD Outreach Team staff from across King's Park and the wider Newhaven school and parents.
- 1.2.** All members of staff are expected to uphold the principles and processes outlined in the policy. Essential to this is challenging students who fall short of the expectations. While these challenges may look different at times for different students, this difference must be based on planned and agreed differences which are formalised and recorded and are not an excuse to reduce challenge. Staff are also responsible in ensuring that they are equipped with the right communication tools to ensure the fair resolution of behaviour incidents. This is of paramount importance in or out of class. Expectations must also be upheld when students are representing Newhaven School at sporting fixtures, community projects, and work experience or on educational visits.
- 1.3.** Our aim is for students to develop the skills and understanding needed to manage their own behaviour appropriately. At King's Park, students are assessed throughout the year to determine targets in the areas of social communication and emotional regulation. These targets are reviewed with parents/carers several times a year.

**Social Communication: *students will develop spontaneous, functional communication, emotional expression and secure and trusting relationships with other children and adults.***  
***Development will focus on these aims:***

- To be able to initiate and take turns with others in conversation, with resources and in activities.
- To be able to monitor the response of others and recognise when they are bored or distracted.
- To communicate appropriately in different social contexts (such as formal and informal)
- To be able to negotiate including appropriate refusal and justification.
- To be able to appropriately communicate own emotions.
- To accept that others are different.
- To understand how to work with others with respect – in line with the school's social contract

- To accept the success of others, develop complimenting skills and accept the answers of others.
- To be able to join others through skills such as asking, negotiating, waiting, inviting, turn taking, seeking clarification and working in a team.
- To be able to wait in a range of contexts.
- To be able to repair situations and communication that has broken down through seeking clarification, acceptance of fault and reparation.
- To be able to understand and use non-verbal communication such as body language, prosody, volume and eye contact.
- To understand appropriate social distance and physical contact
- To be able to tell appropriate jokes taking account of audience.

**Emotional Regulation: *students will develop the ability to maintain a well-regulated emotional state, to cope with everyday stressors and to be available emotionally for learning and communication with others.***

- To be able to identify and modify emotional state using zones of regulation (or individualised strategies guided by CAMHs and SALT)
- To develop and engage in an acceptable range of sensory-motor strategies to support engagement and attention (ie dimpled cushions, fidget toys, movement breaks).
- To develop vocabulary to express emotions and share experiences with others.
- To increase self-regulation of emotions and independence through use of social stories, schedules, timetables etc to
- To be able to prepare independently for transitions through use of language and increased knowledge of time.
- To use social stories and language to understand social expectations.
- To identify and discuss potentially dysregulating situations.
- To use visual tools and language to request assistance and comfort.

**1.4: Adult led Support: In order for our students to be able to make rapid progress in the areas of social communication and emotional regulation, the school must provide the necessary support by adapting language use, the nature of activities and the behaviours and approaches of social partners such as families, peers and professionals. This will include:**

**Language Adaptation:**

- Allowing increased processing time when speaking with students
- Offer simple choices (“do you want to ..... or .....”)
- Limit unnecessary verbal language
- Simplify sentences to focus on the underlying message trying to be communicated (eg “lunchtime now” rather than, “it’s nearly time for lunch, let’s get ready to pack up our stuff and have a good breaktime”)
- Avoiding using rhetorical questions (eg “Do you think it was a good idea to do that?”)
- Making instructions as clear as possible and positive in nature (eg “hands to yourself please” rather than “stop hitting right now, you are already in trouble today”)

- Avoiding metaphorical language (eg “It looks like we’re hitting a brick wall today”)
- Using the concepts of trauma informed practise to help a student to Protect, Relate, Regulate and Reflect

#### **Adaptation of Activities:**

- A low arousal environment with minimal displays, controlled lighting and sound.
- Minimal movements around the building.
- No entering of classrooms unless absolutely necessary while learning is taking place (no going back for a forgotten pen!)
- Classroom routines are planned and well ordered to reduce surprises using visual timetables for the week, day and lesson structure (see Classroom Expectation handout)
- Use of the sensory room and calm spaces are also used as a strategy as identified for each student. Where necessary build in sensory circuits and movement breaks within lessons
- Differentiation takes account of ability, interests and serves to appropriately stretch students. This can include TEACCH tasks and high levels of structure.
- Visual supports including zones of regulation, timetables, social stories and comic strip conversations are routinely used to support regulation

#### **Support amongst partners:**

- Sharing of strategies and resources with parents/carers on a regular basis through telephone calls, meetings, TACs, email contact and Parent Partnership coffee mornings
- Referral to other agencies and the offer of emotional support where appropriate.
- Informal and planned opportunities for staff to receive emotional support through debriefs, one to one sessions with managers and space to think sessions with Camhs and the school’s clinical psychologist, Educational Psychologists and other therapists.

## **2. STRONG SCHOOL LEADERSHIP**

**2.1. The Newhaven Management Committee** is dedicated to delivering high standards of behaviour. The students will be able to voice their opinions about behaviour in school and help to create school policy. The Head Teacher, SLT and middle leaders will have a high profile amongst the students and develop positive relationships that will enable a more personal approach to dealing with unacceptable behaviour. The Head Teacher will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with DfE and local guidance relating to behaviour in schools. Unacceptable conduct will be dealt with promptly and effectively to ensure that learning is not disrupted and that student and staff emotional wellbeing is not compromised. Our approach to behaviour will have due regard to the Equality Act, Special Educational Needs and safeguarding procedures.

### 3. CLASSROOM MANAGEMENT

#### 3.1. BEHAVIOUR FOR SUCCESS

Consistent and structured classroom management is central in promoting good behaviour and giving our students the best chance to achieve their potential. Expectations of student behaviour should not diminish around the school building, on trips or during break and lunchtimes. At Newhaven School we expect all classrooms to have:

- **Routines** for starting the day and lesson to ensure that all students are ready to learn. This must include visual schedules differentiated where appropriate for each student (3.2.)
- An **“If you are late, knock and wait”** poster displayed on the classroom door
- A **“My Lesson Today”** poster detailing the potential scores for that lesson; **1, 2, 3 or 4** (3.3.)
- A **“King’s Park Student Dress Code”** poster (3.5.)
- A **“King’s Park Mobile Phone Policy”** poster (3.6.)
- A predominantly positive tone; emphasis on rewards rather than sanctions

**3.2. “Are you ready to learn?”** At the start of each lesson students may be finishing choice time from their previous lesson. There needs to be a clear delineation of the lesson starting to ensure that all students manage the transition from one activity to the next. This allows for a smooth transition between lessons and gives an opportunity to reinforce behaviour expectations. Expectations concerning uniform, phones and drinks can also be reinforced before students start the next lesson. A warning should be given with 2-5 minutes to go until the lesson starts. Reinforce this with a timer. Students will then be supported to finish their choice, engaged with the lesson schedule, ready for learning activities. Students will be allowed to stay in their booths at this point if this is part of their individual learning plans.

At Newhaven School we are committed to promoting a healthy lifestyle. Hydration is essential for optimum brain function. Students are permitted to carry **drinks** with them as long as they are 500 millilitres or less, do not have a high sugar content or contain caffeine or taurine. SMT will make the final decision on acceptability; drinks that are not permitted will be confiscated.

**3.3. My Lesson Today.** This poster outlines the possible scores for each lesson and staff must explain how this is being applied to their lesson.

- 1.** – **Expectations Exceeded** (3 achievement points)
- 2.** – **Expectations Met** (1 achievement point)
- 3.** – **Expectations Not Met** (recorded on SIMS)
- 4.** – **Unacceptable Conduct** (action is required)

Lesson scores must be based on individual targets set for the students as well as basic classroom expectations. We recognise as a school that progress in areas such as social communication and emotional regulation should be rewarded. The students should be made aware of their score throughout the lesson and on leaving the lesson. Students should also be supported to reflect on their scores for the lesson. The scores should be recorded on SIMS. A score of **1** or a **4** must have a comment.

**3.4. Newhaven King’s Park Student Dress Code.** We are proud of our students and we expect them to take pride in their appearance – first impressions count. The uniform must be worn at all times when on the school premises. We also recognise that students with Autistic Spectrum

Conditions often have severe sensory issues which relate to clothing. All reasonable adjustments must be made as part of a formalised individual learning plan.

The KS3/4 uniform consists of:

- predominantly black footwear
- black trousers, leggings or skirt
- a white shirt or polo shirt.
- a Newhaven jumper or black cardigan supplied by school
- blazer is available if a student would like one

The KS5 uniform consists of:

- smart casual wear which is appropriate to the context the student is working in.
- Hoods on hooded sweat shirts are to be worn with the hood down.

The following items must not be worn inside lessons:

- hats, caps, scarves or gloves
- coats or jackets

### **3.5. Use of Mobile Phones.**

- Mobile phones and other devices are allowed in school but can only be used at break times and lunchtimes.
- Music must not be played aloud through speakers at any time.
- Mobile phones must be on silent and in bags/pockets during lesson time.
- If a phone is taken out during a lesson, or if a phone in any way disrupts the lesson, the teacher will give a warning and ask for it to be put away.
- If it is taken out again, or if it disrupts the lesson again, the teacher will follow these steps:
  - Remind the student that they've had a warning, ask for the phone and put it in a safe place for the rest of the lesson
  - If the student refuses, PM/SLT will be called and you will be asked to hand over your phone for a period of time
- if the student refuses to hand in the phone to any member of staff, their parents/carers will be contacted and it is likely they will need to hand in the phone the following day for a period of time

We recognise that some students are very dependent on devices and are highly stressed if their devices are not available to them. This is often so they can keep contact with a parent or other loved one. Reasonable adjustments to the above procedures can be made but they must be part of a student's individual learning plan.

## **4. REWARDS AND CONSEQUENCES**

**4.1. Reward Assembly** Students are given rewards in assembly to celebrate achievements points gained from the 1-4 point system

**4.2. Communication** that is clear and timely, between staff and families, helps to support the smooth running of the school and promote good behaviour. Routine attendance at morning briefings and afternoon debriefs allows the entire staff team to share information and make use of combined expertise to analyse behaviour. Mentors will be able to assess through briefings the progress their student has made with their targets. Informal conversations with students, including social stories and comic strip conversations throughout the day are also critical.

**4.3. Rewards** are used to support class and team working as well as providing a means of rewarding notably good behaviour. Our responses to positive behaviour, the meeting or exceeding of expectations, are as follows. They should always be used to reinforce student's individual targets on their ILPs.

- Verbal praise
- A 'work first, then choose approach' is in place for those that need tangible and concrete rewards throughout the school day.
- Written dialogue in books and displaying students' work and achievements
- Positive phone calls home to parents or carers
- Subject-based postcards home
- Fortnightly bronze, silver or gold certificates if students have accumulated 30, 40 or 50 APs.
- Achievement Points will lead to tangible rewards, such as:
  - Vouchers (Love2Shop, barbers, nail bar, cinema, mobile phone),
  - Meals out,
  - Automatic eligibility for excursions, school visits and overnight trips.
  
- Individual rewards (eg trip) are also built into learning plans where appropriate

**4.4. Consequence:** Consequences can play a role in helping a student know what behaviour is acceptable, but they do not in themselves give the students the skills to act differently in the future. Staff should therefore monitor student behaviour patterns by thinking about the antecedents and consequences of difficult behaviour. This will inform discussions at debriefs and learning plans and other interventions.

- **Restorative Practice:** Part of this learning for students must always be a focus on the restoration of wrongs that they have done to others. They must always be encouraged to, and given opportunities, to "put it right". This may be a simple recognition that they have done wrong and an apology or a piece of work to put things right. Appropriate individual support is put in place to ensure these meetings are as calm and successful as possible – eg inviting parents/carers, allowing time to calm down, considering the best adult to lead the meeting. The social contract and bullying posters should be used to support understanding.
  
- **A tailored approach** to each episode of unacceptable conduct will allow us to better meet the needs of each and every student at Newhaven King's Park School. Although consistency is an essential principle of the policy it is clear that it is not possible to respond to negative behaviour in the same way for every time. Individualised approaches will be used where necessary through the student profile

Current consequences in use at Newhaven King's Park School:

- Loss of choice time.
- Loss of other rewards
- Time out from lessons.
- Loss of break and lunch time
- Removal of internet access.
- Referral to the seclusion room on the main site.
- Removal of mobile phones, in accordance with the guidelines set out in this document
- Stop and Search – for "prohibited" items

- School based community service
- Compensation; sought by the school for any damage to property
- Loss of trips/Activities

Students should also be supported to see the natural consequences of any behaviour. Students with autism can find it difficult to see cause and effect, making this all the more important. Students should be encouraged to recognise both positive and negative consequences:

Eg “Thanks for holding the door open, that’s make it a lot for easier as I’m carrying this big box”

“When you were upset earlier you left the room in a big hurry. You knocked past me and it hurt my arm”.

#### **4.5. Internal Exclusions.**

Where it is necessary to remove a student from their classrooms for a period of time, owing to unacceptable behaviour, the student will work in isolation and 1 to 1. Occasionally, this can happen at the Newhaven main site. During this time, students will be supported to reflect on their behaviour and any restoration necessary will be planned.

#### **4.6. External Exclusions.**

Where a student’s behaviour causes significant concern and the range of strategies outlined above has failed, there may be external exclusion. This will generally be as short as possible and take place to give the student and the school the time and space to plan to ensure behaviour changes. The head of campus will consult with the head of Newhaven whenever this happens. As part of our positive behaviour strategy the school is committed to using internal exclusions as much as possible before moving to the formal terms of our Exclusions Procedure.

### **5. BEHAVIOUR STRATEGIES AND TEACHING OF GOOD BEHAVIOUR**

**5.1.** Profiles are used to outline specific strategies to support the behaviour management of each student. These should be regularly updated by the SENCO and PM team.

**5.2.** Positive behaviour, safety and wellbeing is promoted through the whole curriculum through the explicit teaching of social communication and emotional regulation through the PSHE curriculum. A key focus of this curriculum will be working together with each other.

**5.3.** Outside groups will be used for some aspects of the curriculum. These will always be specialists in Autism or will be met and briefed before the sessions. Examples may include:

- Gangs Against Violence Programme – Gang awareness for safer streets
- Newleaf Programme – Conflict resolution
- The Challenge - Activity Summer camp
- Role of police officer – explains joint enterprise and making safe decisions in groups
- Social studies programmes examining positive relationships

#### **5.5 Work with parents/carers:**

Parents/carers are seen as key partners in the development of their children. The school will work with parents/carers and other professionals to develop shared approaches and strategies to support students with their behaviour.

## 5.6 Break and Lunchtime

- Behaviour during morning and afternoon break times is monitored by the staff on duty
- Staff are expected to report promptly for duty and be in their identified key positions across the school. Staff sharing duty locations will arrange breaks with each other making sure that someone is present at all times.
- Issues are referred to the tutor, pastoral manager or SLT as appropriate
- To promote positive lunchtimes staff will explicitly teach the students in their areas how to take part in activities such as board games, table tennis, football and other reciprocal interaction while recognising that some students will need down time to help them get ready for the next lesson.
- The environment includes visual prompts for behaviour Eg posters around respect, appropriate language and bullying

## 6. STAFF DEVELOPMENT AND SUPPORT

- 6.1. Development.** Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice. The Head Teacher will ensure that staff are kept up to date with DfE publications and guidance. The school will provide training for staff around the specific needs of pupils with ASCs and related issues. Specific training related to the support of this policy will include for all staff 'ASD Online', 'comic strip conversations' and 'social stories'. This will form part of our 'package' for support and intervention for that student organised by the school and will help to ensure the consistency of language and approach that is necessary in the school.
- 6.2. Support.** It is the SLTs responsibility to support staff, particularly when there is a student with challenging behaviour in the class. This can be done through offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing.

Where a member of staff has been accused of misconduct pending an investigation, employers should not automatically suspend that member of staff. The governing body should instruct the head teacher to draw on the advice in the **Dfe 'Dealing with Allegations of Abuse against Teachers and Other Staff'** guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

## 7. PUPIL SUPPORT SYSTEMS

- 7.1.** At King's Park, we understand that changes to routine or unexpected events are key triggers for students with ASC that can lead to challenging behaviours. All staff will ensure that all changes to routine are flagged up well in advance through systems such as visual timetables, social stories and the like.

Examples include:

- A teacher is off sick so students are told in the morning and told who will be teaching the lesson that day.

- A new student is joining the class. The students are told about the student at least a day before they visit. The student then has several visits to the class before they start.
- Students are going on a trip to the forest. They are warned at least a week in advance. Parents are informed. A social story is written to highlight the differences in the day (transport, clothes, activities, lunch, where the toilets are....)

## **8. PUPIL SUPPORT SYSTEMS**

**8.1.** We understand that key to any support system is the quality of the student/adult relationships, and we use all available opportunities to build strong working relationships using the Trauma Informed framework. At King's Park, we recognise that changes to routine or unexpected events are key triggers for students with ASC and those with attachment difficulties – and that these changes can lead to challenging behaviours. All staff will ensure that all changes to routine are flagged up well in advance through systems such as visual timetables, social stories and the like.

Examples include:

- A teacher is off sick so students are told in the morning and told who will be teaching the lesson that day.
- A new student is joining the class. The students are told about the student at least a day before they visit. The student then has several visits to the class before they start.
- Students are going on a trip to the forest. They are warned at least a week in advance. Parents are informed. A social story is written to highlight the differences in the day (transport, clothes, activities, lunch, where the toilets are....)

### **7.2: Person centred approach:**

Each student has individual needs, strengths and areas of development and these are identified through a person centred approach – including personalised learning plans and where appropriate a person centred plan. These plans, together with pupil profiles contribute to target setting to support behaviour management - targets including social communication, emotional literacy, agreed rewards and any adjustments made under the behaviour policy.

Targets are reviewed formally with parents/carers and the student twice a year, in addition to the annual review. Targets are reviewed informally on a regular basis through staff meetings, debriefs, TAC plans etc.

## **9. LIAISON WITH PARENTS AND OTHER AGENCIES**

- 9.1.** Working with parents/carers is an important part of supporting students with their behaviour. At Newhaven we make sure that parents/carers are informed of incidents involving their children, especially where this behaviour is of a serious or of a continuous low-level nature.
- 9.2.** Parents/carers are actively encouraged to be involved in their children's education at all times. They will have an influence on their child's behaviour. The school acknowledges the importance of home school partnerships. This is strongly promoted through the School's Home/School Agreement where parents/carers are encouraged to sign a commitment to the ethos and work of the school. King's Park will also arrange for parents to have access to training courses designed to support in the behaviour management of children with ASCs.
- 9.3.** The School has strong links with external agencies such as CAMHS, EP, Families First, Social Workers, SALT, Music Therapy Service and Attendance Advisory. Each fortnight there is an MDT meeting to share expertise around specific difficulties. Students and families can access CAMHS, SALT and Music Therapy on site.

## **10. MANAGING PUPIL TRANSITION**

- 9.1** Transition into Newhaven King's Park follows the transition process. This will vary from student to student and is led by the Progress team. Key adults strive to lower student anxiety and build engagement, build readiness for learning and identify behaviour triggers and strategies. This is done through relationship building using a small steps approach, liaison with CAMHS and SALT, personal centred plans where appropriate and a tailored induction into lessons. Student voice is central to this process with regular reviews with family.
- 9.2** Transfer out of King's park is also handled carefully and includes transfer to other schools such as at year 11 as well as transfer from the 6<sup>th</sup> form to other providers, training or work.

## **11. ORGANISATION AND FACILITIES**

Any space used for behaviour management must be seen as a safe place for it to have a positive impact on helping calm the student or bringing him/her back to a more rational state. Spaces include:

- Common room and library
- The calm space in a classroom.
- Progress
- The head and pastoral manager's office.
- Any classroom not being used.
- Outside.

## **12. PHYSICAL INTERVENTION- THE REASONABLE USE OF FORCE**

Positive Handling Strategies

Physical Intervention must never be used unless it is to prevent physical harm to the student concerned or others. It is this philosophical stance that links the legal framework with good practice. In the event of a legal challenge the school would be expected to provide evidence to show how the behaviour procedures promoted the avoidance of harm being caused.

A positive handling plan must be developed when the student's record indicates that this is necessary due to a number or series of violent incidents requiring restraints recently or where there has been one occasion of restraint within the school. This decision is made by the head of campus in conjunction with the pastoral manager, the safeguarding lead and any relevant and involved outside agencies.

The Positive Handling Plan is based upon five main criteria:

- That the child is involved, as much as possible, from the outset
- That the plan promotes and on occasion, improves curriculum access
- That a specific target is set which aims to reduce physical intervention
- That the plan is based upon changing conditions and approaches toward the child from one of control to one of co-operation.
- That it affords the individual pupil with opportunities to own and subsequently change their behaviour

It is acknowledged that even with the best planning there may occur situations where the pupil may participate in aggressive behaviour. As professionals our response should be aimed at being proactive and attempting to anticipate the possibility of challenging behaviour and taking action to reduce the likelihood that they may occur.

### **Key Principles**

When developing, implementing and evaluating Positive Handling Plans the following key principles should always be taken into consideration:

- Any member of staff carrying out positive handling must have completed the Approach induction training and refresher unless waiting for such a person to arrive at a situation increases the risk of harm to anyone.
- Procedures for assessing risk and in particular risk assessment for pupils should be undertaken to ensure all aspects of Health and Safety are considered for both pupil and staff.
- Positive Handling Plans must always have the interests of the child as the primary consideration and must pay due consideration to the child's special needs.
- At all times a 'Duty of Care' for and to the child should be of primary concern
- Any planned physical intervention should be justified in respect of what is known about the child's special needs based upon multi-disciplinary assessment, alternative approaches/behaviour support which have been tried, an evaluation of the potential risks involved, and reference to Approach techniques and methodology.
- Pupils and their parents/carers should be actively involved in the process.
- Physical interventions should only be employed using 'the minimum degree of force for the shortest possible period'.
- Pupils who experience physical intervention should be assessed for signs of injury, pain or psychological distress and these should be recorded on an Incident Form.
- Plans should have built in intrinsic experiences for the pupil that promote learning opportunities for them to own their own behaviour and the ability to develop coping strategies.
- The techniques to be used during physical intervention should be clearly recorded on the plan and shared with all relevant staff, and parents/carers. A copy of the plan should be kept in the pupils' file.
- A Positive Handling Plan should be part of an overall strategy for the pupil.
- The staff should ensure that all incidents are clearly, comprehensively and promptly recorded in line with school policy.
- All Positive Handling Plans should be reviewed at least annually or after any incident.

## Staff Training and Induction

Staff, who are new to the school, will not be permitted to undertake any of the authorised Positive Handling Techniques until they have received training. Arrangements for their training will be made at the schools earliest convenience. On completion of the course all new staff members will have their names added to the list of approved users of the techniques.

All staff will receive yearly updates as well as regular refreshers and to ensure that their skills are maintained and appropriate use of the techniques remain within acceptable practice and within legal requirements. Behaviour support issues can be raised on a daily basis at briefings and ast staff meetings when these matters are discussed.

Staff are also encouraged to take the time to observe and provide for support each other throughout the year. SLT are available to discuss individual cases where they relate to positive handling or behaviour management throughout the year.

### 13. SCREENING AND SEARCHING

School staff can search a student for any item if the student agrees. (The ability to give consent may be influenced by the child's age or other factors).

Head Teachers and authorised staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the student 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 a member of staff suspects has been or may be used to commit an offence
- any article that may be used to cause an injury or damage to property

Our policy regarding screening, searching and confiscation is to follow the advice as set out by the DfE: *"Screening, searching and confiscation - Advice for Head Teachers, Staff and Governing Bodies, 2014"*.

### 14. BULLYING/CYBER BULLYING

Our policy regarding bullying and cyber bullying is set out in the Newhaven Anti-Bullying Policy.

#### REFERENCES

My Lesson Today Poster

Top 5 Classroom Expectations Poster

Newhaven Student Dress Code

Newhaven Mobile Phone Policy

Seclusion Room Operating Procedures

Use of reasonable force

Exclusion Procedure

Managing Challenging Behaviour – some helpful tips

Your Behaviour – Your Choice Guidance Notes

DfE *Behaviour and Discipline in Schools February 2014*

DfE *Searching, screening and confiscation – February*

*2014*

