



Social Conduct (Behaviour) Policy

Greenacre School

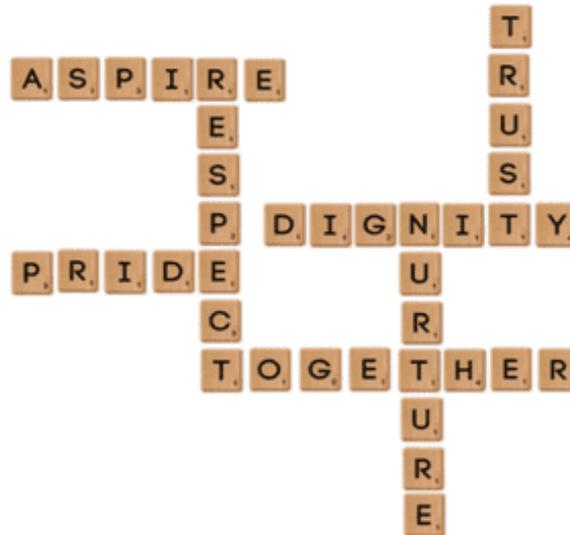




1. Introduction

1.1 School Ethos

The school community chose 7 words that reinforce our school values. Our approach to learning, to lessons and to our environment is embodied within these value words.



1.2 Rationale

This policy underpins our school's commitment to ensuring that Greenacre School is a community in which all people are respected and enabled to grow as learners in a safe, caring and stimulating environment. In its implementation of this policy Greenacre school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).

1.3 Aim

The aim of the Greenacre Social Conduct policy is to provide all staff, pupils and parents with clear guidance and effective procedures to ensure everyone in school behaves in a socially valid manner that supports their own and others learning. We wish to:

- Promote a calm, positive learning environment in which outstanding teaching and learning is the strongest feature.
- Notice and celebrate all successes.
- Promote thoughtful and reflective practices.
- Develop independent and confident pupils.
- Create and maintain a secure and nurturing environment that allows open and honest communication.



- Create resilient learners.
- Create a culture whereby children and young people continue to learn life-long skills relating to their social and emotional development.

1.4 In order to achieve this there are four sections to this policy:

- 2.0 General discipline.** This includes the use of rewards and choices in relation to low level disruptive behaviours and age typical behaviours that stop the pupils and peers from learning.
- 3.0 Positive Handling Policy Overview.** Providing staff working across the setting with a framework for supporting children and young people who experience difficulties in managing their emotion or who present challenging behaviours.
- 4.0 Searching Pupils for Prohibited Items.** This section describes our policy on the use of the power to search.
- 5.0 Incident Recording and Reporting** This section describes where, when and how incidents are recorded and reported.

2. General Discipline

This Section details guidance and procedures that should assist everyone connected with Greenacre School to achieve the following aim:

All staff, pupils and parents are provided with clear guidance and effective procedures to ensure everyone in school behaves in a socially valid manner that supports their own and others learning.

This policy applies in all situations on site and off site when school staff have responsibility for a pupil.

2.1 Developing Social Skills throughout the Curriculum

2.1.1 We recognise that through every aspect of the school curriculum we have the opportunity to teach and for the pupils to learn good social skills and specifically through the PHSCE, SMSC and Life Skills programmes. We are also committed to the incorporation of techniques to promote pupils' emotional resilience into any Positive Intervention Plans (PIPs) to equip them with the skills they need to flourish in life.

2.1.2 Throughout the whole school we deliver 'Supporting Pupils Who Witness Aggression'. These are sessions completed in small groups or whole classes. This allows all students to learn from behaviour and to learn how to cope with it themselves as well as promoting students to see the impact their behaviour has on their peers.



2.2 Individual Requirements

All pupils at Greenacre have individual requirements which need to be recognised to ensure they can learn successfully both academically and socially. We set the highest expectations and these individual requirements will be fully taken into account when considering the best strategies to use to support the development of appropriate social conduct skills.

2.3 Rewards & Consequences

2.3.1 We understand that a behaviour that is recognised and rewarded is more likely to be repeated; therefore, all staff are committed to a range of praise and recognition strategies that focus on the positive achievements and attitudes of all the pupils. Rewards may include positive praise, special choice activities, and stars, stickers, accumulating points, certificates, specific recognition in Home/School diaries and showing good work to favoured member of staff. This list is not exhaustive.

2.3.2 Occasionally when a pupil's behaviour is likely to interfere with their own or anyone else's learning we may consider applying consequences in circumstances where these would be understood by the pupil. These will include loss of break times, missing an activity and/or confiscating pupil's possessions likely to cause harm or interfere with learning. In all circumstances any consequence will be reasonable and will take into account the pupil's age, any special educational needs or disability or religious requirements affecting them. When using consequences these should be supportive to the pupil and implemented in a way which supports the pupil to learn new behavioural skills. Consequences that are solely punitive are highly unlikely to be effective in preventing reoccurrence of behaviours.

2.3.3 The use of corporal punishment is illegal in all circumstances.

2.3.4 Isolation

In exceptional circumstances, where judged necessary to maintain safety of pupils and adults the Head teacher or head of school may authorise for a disruptive or unsafe pupil to be placed in an area away from other pupils for a limited period. The pupil will always remain with an adult. Any use of isolation that prevents a child from leaving a room will only be authorised in exceptional circumstances.

2.3.5 In extreme and exceptional circumstances the Head teacher may consider exclusion from school in keeping with the Education and Inspection Act 2006, any subsequent legislation and the local authority guidance. The school is committed to using exclusion as the last possible resort when all other strategies, resources and multi-agency input have been fully explored and exhausted.



2.4 Absconding

2.4.1 If a pupil leaves school site without permission the risk to the pupil's safety will be assessed taking into account the pupil's age, stage of development, mental capacity, independence skills and emotional presentation. It will be dynamically risk assessed by a member of the leadership team as to whether the pupil is safe. In any circumstance where a pupil leaves the school site their parents/carers will be contacted immediately and the police informed if there is any concern that the pupil's emotional state may cause harm to themselves or others.

2.4.2 For the vast majority of pupils at Greenacre, leaving the school site without permission will not apply, and if it does during a behavioural incident they will be followed and immediately returned to school. In such cases all pupils will be closely supervised at all times.

Support to Pupils

Support to pupils is available through their class staff team for all aspects of their learning. The Family Team, Social Conduct Team, Complex Needs Team and Social Emotional and Mental Health (SEMH) team will enhance this support when requested. Pupils can be referred to the team by self-referral, parents, staff or partner services. The Family Team can also support parents over a wide range of issues including helping their children develop good social skills. There is weekly, termly and annual incident analysis carried out by the Social Conduct team to identify those pupils with an emerging social conduct need and in need of a higher tier of social conduct support to reduce incidents of socially invalid behaviour.

The Family Team comprises a Personal Development, Behaviour & Welfare Lead, Family Liaison & Attendance Officer, Parent support HLTA, Family team assistants and an Early Help Coordinator. The team work collaboratively with School Health, Disabled Children's Team (Social Care) and Child and Adolescent Mental Health Services (CAMHS) among other partner agencies within the school's multi-agency hub.

The school will consider in depth and at all times whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case the school's 'Safeguarding Children & Vulnerable Adults' policy will be referred to and followed.

Where disruptive behaviour continues, consideration will be given as to whether it might be a result of an unmet educational or other need. At this point multi-agency assessment in the form of an Early Help Assessment (EHA) will be considered.

Support to Parents and Carers

As with all aspects of school our staff are committed to working with parents and carers to ensure the well-being of all pupils. Parents can visit school at any time, to discuss concerns. Prior arrangement of any meeting is recommended to ensure parents are able to speak with the person



most relevant to support them. The Home/School diaries provide a daily opportunity to share achievements and concerns. The Family Team is available to support parents and carers. The team will hold opportunities for parents to get together in a relaxed and welcoming forum at least once termly.

We will also use Parent/school contact as a strategy to work more formally with parents if there are substantial difficulties with a pupils' behaviour that are not being resolved.

Support to staff

All staff are encouraged to support each other and to seek support through a range of opportunities within school. These include further professional development opportunities and occupational health support. It is recognised that staff may need time out after being involved in incidents and staff are encouraged to take this time. Throughout the school an alarm system ensures additional support can be available to assist and manage incidents.

There is a cycle of training undertaken by all staff that enables them to support children and young people in need of behaviour support safely and effectively. The school's strategic plan aims to ensure there are practitioners in every class confident in functional behaviour analysis and development of effective Positive Intervention Plans (PIPs).

Section 3 Positive Handling Policy Overview

3.1 The term 'Positive Handling' is used to describe the full range of strategies used to de-escalate, defuse and divert in order to prevent violence and reduce the risk of injury to staff, children, young people and others. The use of force only forms a small (5%) part of the Positive Handling Framework and will always be used as a last resort across the school. All physical interventions, including restraint, are conducted within a framework of positive behaviour management.

3.2 The Legal Framework

The Department for Education guidance document 'Use of reasonable force (July 2013) states that all members of staff have a legal power to use reasonable force. Here at Greenacre the majority of the staff have received Team Teach training which is refreshed every 2 years and a selected group of staff who are advanced Team Teach trained which is refreshed every year.

Throughout this training emphasis is place on the key questions.

- Is it reasonable?
- Is it proportionate?
- It is necessary?
- Is this intervention in the best interest of the child?



3.3 Proactive strategies

In staff training emphasis is placed on proactive strategies. 'Team Teach' call these 95% techniques. Proactive strategies are intended to avoid the need for physical support.

Examples of these 95% Strategies include:

- Change of face
- Distraction
- Success reminder
- Humour
- Removal of Audience
- Verbal support
- Building a trusting and secure staff/student relationships;
- Creating a safe environment

3.4 Reactive Strategies

Reactive strategies are designed to keep the pupil and those around them safe from harm. They provide a way to react quickly in a situation where the person is distressed or anxious and more likely to display challenging behaviour.

At Greenacre we recognise that there are numerous preventative and de-escalation strategies that all staff can and do use to reduce the need for physical intervention as much as possible. However, there are times when as described above all staff are authorised to use reasonable force. Any form of physical intervention from staff is then recorded on the school's 'Behaviour Watch' system.

The school Social Conduct Team will then look to reduce the amount of restrictive physical interventions used over a period of time. Our Social Conduct team meets on a weekly basis to discuss pupils who have presented with challenging behaviour in the previous week.

Working alongside the class team the Social Conduct Team will carry out an observation of the student and unpick the behaviour incident reports. This provides classroom practitioners with a more thorough understanding around why the pupil may be displaying particular behaviours (the function of the behaviour), suitable replacement behaviours and informs which supportive strategies the pupil is most likely to respond to. This information will then be documented within the pupils' Positive Intervention Plan (PIP).

3.5 Positive Intervention Plans



Any pupil who presents with socially invalid or challenging behaviour will have a Positive Intervention Plan (PIP). A PIP is a working document that ensures pupils receive continuity and consistency from the adults who support them in the management and modification of their behaviour and social presentation.

3.6 Individual Behaviour Plans

For a very few pupils who are being supported by an intensive individual behaviour plan the planned use of Team Teach strategies may be in place. This will be the case when the risk assessment indicates that by behaviour not being managed and then modified effectively the pupil is at risk of social isolation or significant harm in the long term. The plans are created with input from Senior Leadership Team, the Social Conduct Team and a Team Teach tutor. In this case parent/carers are made fully aware and are asked to contribute and support review of this type of plan/intervention. Individual behaviour plans are regularly scrutinised to make sure the approach we take has the best possible outcomes for the pupil.

3.7 Functional Analysis of Behaviour

For those pupils who display specific behaviours that are not reduced by general classroom management or other de-escalation strategies a more focussed and intensive analysis of behaviour will be carried out by the Social Conduct Team. The school has adapted models of functional analysis of behaviour to form the S.T.A.C.E approach. This approach explores what function the behaviour serves linked to an unmet Sensory, Tangible, Attention, Communication, or Escape (avoidance) need. Working in collaboration with the class team, parents/carers and partner agencies the function of the behaviour will be identified with more socially valid replacement behaviours being introduced, which meet the same need for the pupil, to reduce the identified concerning behaviour.

3.8 Post Incident Support

All pupils and staff involved in incidents involving the use of physical force will have the opportunity to take time to calm down following the resolution of an incident. Staff will be encouraged to recognise their need to time to calm and accept support that is offered.

Restorative practice after a crisis has proven benefits such as decreases in conflicts, disruptions and encourages forgiveness. When appropriate pupils will be engaged in discussion de-briefings about behavioural incidents.

The model of post-incident listening and learning used at Greenacre encourages and supports pupils to link their experiences with their feelings and the behaviour displayed. By using this techniques following every incident pupils begin to learn their own anxiety triggers and how to self-regulate more independently.



This process may involve parents and carers when necessary and agreed. Restorative practice is a vital part of pupils to take ownership of their behaviour and provides the opportunities to learn from their own actions. At Greenacre we have a set debrief system in place where :

1. What has happened?
2. How did that make you feel?
3. Because of this I...
4. To keep me safe...
5. Next time I will...

Use of Force

3.9 Examples of the type of force that may be used are:

- Standing between pupils;
- Blocking a pupil's path;
- Leading a pupil by the hand or arm;
- Shepherding a pupil away by placing a hand in the centre of the back;
- Using positive handling techniques identified through Team Teach training.

Team Teach techniques seek to avoid injury to the pupil but it is possible that bruising or scratching may occur accidentally and these are not to be seen necessarily as a failure of professional technique but a regrettable and infrequent side effect of attempts to keep people safe.

Where there is a high and immediate risk of death or serious injury, any member of staff would be justified in taking any necessary action (consistent with the principle of using the minimum force required to achieve the desired result). Such situations could include preventing a pupil running off the pavement onto a busy road or hitting someone with a dangerous object such as a glass bottle or hammer.

In addition, staff trained in the use of Team Teach techniques will use a range of specified safe holds for the shortest time possible to ensure safety.

3.91 Advanced Team Teach Holds

A group of staff are trained to use advanced team teach holds – Front Ground recovery holds, back ground recovery holds and shield ground recovery. These holds will only be used in extreme circumstances and when authorised by the Head teacher and with parental agreement. The holds may be used without parental agreement in an emergency following a dynamic risk assessment by Advanced Team Teach Tutors, the Personal Development, Behaviour & Welfare Lead or the member of leadership team on response. These holds should only be used once without parental agreement. Parents will always be informed following the emergency use of such holds and once this has become a foreseeable risk a



thorough risk assessment and Positive Intervention Plan will be implemented in collaboration with parent/carers and other agencies

In keeping with Team Teach procedures and our commitment to transparency, the use of Ground Recovery holds will be reported to Team Teach and to Barnsley Metropolitan Borough Council Safeguarding Lead, the Local Authority Designated Officer (LADO) and the Chair of Governors on a monthly basis. Zero returns will be submitted.

Section 4 Searching Pupils for Prohibited Items

- 4.1 The Education and Inspections Act 2006 gives statutory power to Head teachers/Principals and other staff authorised to do so the power to screen and search pupils for prohibited items either with or without the pupils' consent.
- 4.2 The following excerpt from the DfE publication '*Searching, Screening and Confiscation-advice for Head teachers, school staff and governing bodies January 2018*' seeks to clarify the school's position relating to this section of the Social Conduct Policy:

"School staff can search a pupil for any item if the pupil agrees.

Head teachers and staff authorised by them 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*
- *To cause personal injury to or damage to the property of, any person (including the pupil).*
- *Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for."*

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good



reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

Any staff member must have 'good reason' to examine or erase data or files from a seized electronic device. 'Good reason' would include reasonably suspecting that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

If a member of staff finds a pornographic image, electronic or otherwise they may dispose of or delete the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. It is expected that staff members report such occurrences immediately directly to the Designated Safeguarding Lead (DSL), deputy Designated Safeguarding Lead or a member of the Senior Leadership Team and that no disposal or deletion of images occur until this has occurred.

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil.

Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.

Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.



Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.

Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.

Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.

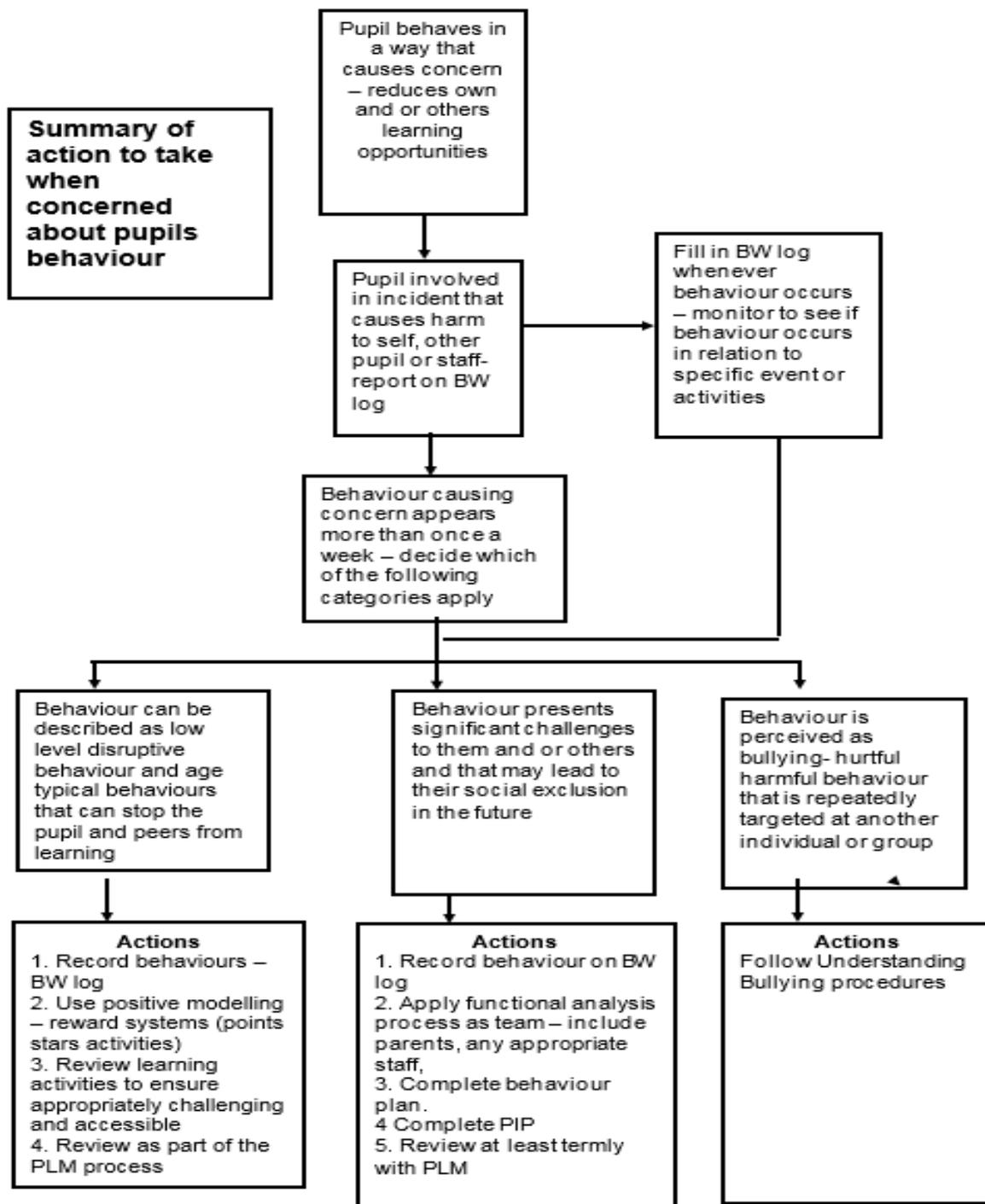
Where an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.



5.1 All incidents are reported using the school’s Behaviour Watch incident report. The electronic report form is regularly reviewed and improved to ensure any relevant information is captured and that this can then be measured over time. This enables us to monitor any escalation in behavioural issues as well as to monitor social conduct progress over time.





Complaints

Parents and pupils have a right to complain about actions taken by school staff, including the use of force. Our Complaints Procedure is set out in the school's published brochure and available on the school website. All complaints will be investigated thoroughly and promptly. Any allegations against members of staff will be managed under the Management of Allegations against Staff procedures agreed by the Governors. This is to ensure the rights of pupils and staff are given equal respect.

Disciplinary action, alongside supportive action, may also be taken by the Head teacher or head of school in cases where a pupil is found to have made a malicious allegation against a member of staff- such actions will be decided on a case-by-case basis and will give regard to the individual needs of the pupil

Monitoring and Review Arrangements

This policy will be monitored regularly by the Senior Leadership Team, Social Conduct Team Lead and Social Conduct Team and reviewed and revised where necessary at least annually.



Equality Monitoring

This statement demonstrates our commitment to ensure we give due regard to:

Eliminate discrimination and other conduct that is prohibited by the act

Advance equality of opportunity between people who share a protected characteristic and people who do not share it

Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it

PLEASE SEE LINKS BELOW FOR:

- Use of Reasonable Force – Advice for Head Teachers, Staff and Governing Bodies – July 2013

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf

- Searching Screening and Confiscation- Advice for head teachers, school staff and governing bodies January 2018

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

- Behaviour and discipline in schools- Advice for Head teachers and school staff January 2016.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf