

BEHAVIOUR POLICY

JUNE 2019

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CONTENTS

Aims	4
Rationale.....	4
Managing the pupils behaviour.....	5
Uniform	7
Boys / Girls uniform (Full time students)	7
Boys / Girls uniform (ReFOCUS)	7
Make-up and jewellery:.....	7
Credit System and Tracking Progress.....	8
Credits	8
Tutor Time	8
Other Rewards	8
Consequences.....	9
Low level behaviours.....	9
Removal from Class.....	10
After School Detentions	11
Damage	11
Pastoral Support Programmes	12
Alternative Provision	12
Exclusion.....	12
Support for classroom based staff	13
Use of Physical Intervention.....	14
Preventative Responses and De-escalation.....	15
SET CONSISTENT STANDARDS – A.....	15
Be Proactive	15
Respond, Don't React	15
Early intervention is key	15
KNOW YOUR PUPILS –	15
Monitor Situation	15
Behind and Beyond Behaviour	15
Salvage Self-Esteem	16
Defuse Feelings	16
Offer Choice.....	16
Acknowledge own 'triggers'.....	16
Reparation	16

Physical Intervention Protocols, Plans and Programmes	17
Searching and Confiscation	17
Daily Screening	18
Searching with consent	18
Searching without consent.....	18
Extent of search	19
Confiscation	19
Student Rights.....	19
Bullying	19
Racism.....	21
Working with other agencies	21
Use of Parent Contracts and ABCs	21
Parenting Orders.....	21
Recording and Reporting	22
Staff Training	22
Review of this policy.....	23

This policy sets out the expectations of behaviour for the New Horizons Hub. The Governing body, staff, parents/carers and pupils seek to create an environment which encourages and reinforces good behaviour, high aspirations and the fostering of positive attitudes. It also sets out the consequences for inappropriate behaviour and reflects the latest guidance provided by the Department for Education.

AIMS

At New Horizons Hub our aim is to develop an environment that promotes and recognises positive, socially acceptable behaviour.

The Hub has high expectations for all its pupils, whilst recognising that not all pupils may be able to achieve these expectations immediately due to the complexity of their behavioural and special educational need.

In partnership with parents/carers and outside agencies as appropriate, the Hub offers support and guidance whilst recognising the individual needs of all its pupils.

The Hub strives to;

- Create a welcoming, happy environment that sets realistic expectations and aspirational goals for all
- Work in partnership with parents/carers to promote acceptable behaviour throughout the Hub
- Provide a safe, caring and effective learning environment with a stimulating and relevant curriculum differentiated to meet the needs of all
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Encourage all pupils to reflect on their behaviour and to understand the consequences of their behaviour choices
- Ensure that all pupils can develop the skills to repair and rebuild relationships affected by their behaviour choices
- Show appreciation of the efforts and contribution of all
- Ensure all pupils, parents and staff are clear about the expectations regarding behaviour.

RATIONALE

New Horizons Hub aims to educate its pupils within a moral, spiritual and cultural context which promotes respect for others.

The Hub believes in the following;

- Each pupil is an individual human being with worth and dignity, irrespective of the nature and severity of their behaviour
- The behaviour of pupils always reflects a need; all behaviour serves a function!
- The systematic and reflective management of our learning environment, staff interaction and strategies aligned to the understanding of individual pupil's differences and uniqueness contributes to the prevention of challenging behaviour
- Early intervention serves to prevent or lessen the severity of many challenging behaviours

- Families and children should be a central part of any behaviour support and should whenever possible be active participants in planning, implementing and evaluating any behaviour intervention
- Pupils and their families' uniqueness and diversity (race, ethnicity, religion and culture) should be taken into account in understanding behaviour and responding to challenging behaviour
- Behaviour interventions should be positive. Natural and logically occurring consequences (positive and negative) should be designed to enable pupils to foster self-discipline, independence and self-determination

MANAGING THE PUPILS BEHAVIOUR

Teachers are individuals who will all have their preferred methods of working and utilising their classroom space. However we must ensure whole Hub expectations of behaviour if we are to provide consistency and continuity for all the pupils and support for each other.

1. The classroom is an adult-led environment in which the teacher and the TA set the tone and ethos. This will include purposeful activity, calmness and a mutual respect for persons and property. It should be a place where everyone feels secure and comfortable and where all work produced is valued. Positive behaviour should be re-enforced by staff visiting the classroom.
2. Opportunities for success must be an integral part of all classroom activities and should be acknowledged through the reward and recording systems.
3. Variety and flexibility in teaching and learning strategies should enable pupils to engage in purposeful activities related to their individual needs and abilities. Alongside this, teachers will need to ensure that recording, assessment and monitoring systems are able to keep track of pupils' individual progress – see Assessment Policy
4. Classroom seating and working arrangements will take into account the needs of the pupils and curriculum to provide optimum opportunity for success. All resources should be readily accessible to match appropriate curriculum planning – see individual Curriculum Policy and planning documents.
5. Classroom ownership and valuing by staff is essential in giving a clear message to pupils that we value them through offering them a stimulating learning environment. Staff are expected to ensure that rooms are tidy, well presented, graffiti-free, clean and well-resourced throughout the day. Teaching staff must ensure that displays are in their rooms and in corridor areas which promote high expectations and celebrate pupils work and progress (work marked and in line with the Marking and Feedback Policy).
6. Pupils should be offered the opportunity to put right the consequences of any poor behaviour choice and then given a fresh start. Pupils may find this difficult, as their experience of mending broken relationships with adults can be mixed. Pupils should be given adequate time for reflection and 'take up' time as necessary. This is part of the Hub's restorative approach to managing behaviour.
7. It is the responsibility of all staff at New Horizons Hub to present a healthy role model to all pupils. Staff must represent, as significant others, positive and appropriate behaviours and model self-control, patience, fairness, consistency, understanding and firmness. Our behaviour must never be that which reinforces any negative aspects they may have encountered elsewhere in their lives.

8. All conflict should be kept to a minimum. Pupils should be reminded of the Hub's expectations in a non-confrontational way so that they have the chance to rectify the situation without further intervention. Pupils know the rules but will test them out either deliberately or simply because they have not internalised them. Any rule breaking should be dealt with in as low key as is pertinent at that point in time – the aim is for pupils to continue learning but accepting that the pupils must change some aspect of their behaviour. The more confrontational staff are when they deal with unacceptable behaviour the more confrontational the pupils will be back. (However all pupils will be challenged on any inappropriate behaviour and it is the expectation that staff will challenge at the appropriate level for the situation)
9. Clear rules and expectations will help all staff and pupils avoid confrontations. Pupils will know that they are part of a whole School reward/sanction system based within their individual settings which are appropriate to their age and needs and staff know they are part of a team that consistently adheres to that system.
10. Staff are experts in spotting potential problems. Tactical diffusion and diversion of these will reduce the frequency of crisis incidents and help maintain a calm atmosphere.
11. Staff should use humour -not sarcasm or humiliation- in helping pupils overcome their difficulties. The ability to laugh at ourselves and potentially challenging situations can release tension. Staff and pupils need and respond to humour for precisely the same reasons.
12. New Horizons Hub has very clear boundaries. Initially pupils may find these extremely difficult to cope with, testing them out until they start to develop feelings of security and trust. The staff as a team must work together to model and promote the whole Hub expectations and apply them consistently.
13. Many pupils may 'push' staff to get a negative response (e.g. shouting, physical punishment). Staff must therefore keep shouting to an absolute minimum and show pupils through other means that a positive outcome is possible. Shouting used as a frequent response to pupils merely proves to them that they can control the staff and raises the emotional tension and volume within the classroom. Physical punishment is never an option but should not be confused with Physical Interventions which are appropriate in certain circumstance (see Physical Intervention Policy).
14. In line with current Department of Education guidelines the Hub has the power to confiscate items that cause disruption it believes may cause disruption to the learning of the pupils or the organisation and smooth running of the Hub itself – this list includes but is not confined to mobile phones, cigarettes, lighters, bottles of drink, etc.
15. The Hub also has the power and discretion to impose consequences for behaviour beyond the Hub gate.
16. Effective behaviour management is built on positive relationships between staff and pupils.

This is achieved through a variety of ways:

- By showing that we genuinely like them as people – it's their behaviour that is sometimes unacceptable
- By showing that we are fair and consistent in our expectations of their work, attendance and behaviour
- By dealing with pupils in a respectful way no matter what they have done
- By giving genuine praise when they have achieved or tried hard to achieve something
- By taking an interest in them as people and their interests

UNIFORM

The Hub has a uniform policy which must be adhered to the following is the uniform that students should wear:

BOYS / GIRLS UNIFORM (FULL TIME STUDENTS)

- Black trousers (no jean, tracksuit bottoms, combats or clothing made from alternative materials) (Girls can wear a black skirt of a suitable length (knee)) Primary students can wear grey school trousers or school shorts in the summer term.
- Black shoes (no trainers)
- White Shirt for secondary pupils (No Polo shirts or T-shirts)
- Plain white polo shirts for primary at Horizons and polo shirts with school logo at Aspire.
- Black V-neck jumper for secondary students (no round neck jumpers, hoodies, cardigans etc.)
- Primary students to wear purple sweatshirt with school logo (Aspire and Horizons) unless they are on a mainstream school roll and remain wearing the uniform of their home school.
- For secondary pupils the appropriate school tie for your school or, for pupils on long term places or PEX from their mainstream school, the Horizons school tie or Endeavour clip-on tie depending on school.
- Purple school fleece with logo to be worn outside at breaks / lunches.
- All other clothing and accessories will be handed in when the student enters the school site .e.g. caps, hats, gloves, scarves, jackets, hoodies etc.

BOYS / GIRLS UNIFORM (REFOCUS)

All Refocus students should wear their home school uniform as it is supposed to be worn. If they do not have a home school due to PEX, uniform they will be expected to conform to the Hub uniform. All addition clothing and accessories must be handed in at the beginning of the school day.

If students attend out of uniform part or fully they will be expected to rectify their uniform before being allowed in lessons. They can borrow uniform if it is available, be sent home to change and make up time lost, parents / carers to bring in correct uniform or uniform may be bought for the pupil and this is to be reimbursed by parents or pupil premium by arrangement.

All students partaking in PE must have alternative and appropriate clothing for these sessions, arrangements vary from school to school (some supply kit others have the expectation that students bring in kit) please follow individual school guidance.

MAKE-UP AND JEWELLERY:

Make and jewellery are allowed to be worn but common sense guidance must be followed:

1. No loop earring for health and safety purposes.
2. No large belt buckles for health and safety purposes.
3. Rings can be worn but no large / dangerous rings (sovereign rings etc.)
4. Chains etc. can be worn but discreetly under clothes.
5. No jewellery can be worn that may be used as a weapon.
6. No jewellery that is inappropriate (e.g. cannabis leaves, profanities or offensive)
7. Religious jewellery can only be worn discreetly under uniform or displayed as part of an agreed act of worship at the school.

8. Jewellery will be confiscated and returned at the end of the day if it presents as a distraction to pupils.
9. Make-up should be worn sparingly and should not prove as a distraction to other pupils. Make up should not be applied or used during lesson time.

CREDIT SYSTEM AND TRACKING PROGRESS

CREDITS

The main system to acknowledge, provide feedback and reward appropriate behaviour and engagement in learning is the Credit System. Credits are awarded to pupils in lessons and unstructured time. These are collected on the Credit sheet for each pupil at the end of every lesson and breaks / lunches. The Credit System must be given a high priority by staff if it is to be valued by pupils. It is essential that the points are used as a means to broker discussions and give clear feedback to encourage pupils to make the right choices and recognise what behaviour is acceptable / unacceptable. Individual targets are set based on Individual Intervention Plans or Education Health Care Plans. For pupils at Horizons, targets are determined in dialogue with the home or excluding school so that they focus on the barriers to successful reintegration or transition post-16. Targets are then broken down into "small steps" so that the journey towards achieving the longer term target is manageable, achievable and can be measured and monitored for communication to the pupil, parents / carers and home / reintegration schools.

Pupils gain points or earn points for positive behaviour every lesson and every break / lunchtime:

- 2 Credits: Target met fully
- 1 Credit: Target met partially
- 0 Credits: Target not met.

Only generic targets will be awarded credits in unstructured time, (breakfast, break, lunch)

It is vital that teachers and support staff allow a minimum of 5 minutes at the end of each lesson to discuss and give feedback on credits. The Credit Sheets are not simply to be completed and passed between staff, they are a tool for behavioural improvement. Pupils should be able to verbalise and understand why they gained their credits and what has been a barrier for them.

Destruction of the Credit Sheet means that no points can be earned unless the pupil corrects this by mending their sheet or copying it out again on a new sheet. Copies of Credit Sheets should be retained each day for information and the points recorded on a spreadsheet to calculate progress and inform activities / rewards decisions.

TUTOR TIME

The Hub will have a period of time at the beginning and end of day for each tutor group / class (depending on school) for students to prepare themselves for the day and reflect on the outcomes for the day. This is to support the credit system and enable the tracking of progress in relation to behaviour and attitude. It is expected that these sessions will be used as a tool for behaviour change and the development of greater self-awareness.

OTHER REWARDS

All Schools and sites within the Hub have other rewards for positive behaviour, attendance, effort and academic success / progress. Due to the varying age and needs of pupils these systems will

be developed by the Head of each school and approved by the Executive Head Teacher and Behaviour Lead for the Hub.

Examples of rewards which pupils can earn are:

- Headteacher's call home / letter / postcard
- Calls and letters home from Form Tutors
- Weekly / termly / yearly certificates
- Merits
- Vouchers
- Tutor group / class rewards/activities
- Jack Petchey Awards

CONSEQUENCES

At New Horizons Hub all pupils are expected to learn that all behaviour leads to consequences through the choices they may make. Pupils are frequently reminded that making the right choices leads to positive consequences. Clearly the converse option leads to the use of sanctions.

Staff prevent unacceptable behaviour by using a wide range of low key approaches.

Consequences to choices made by pupils are linked to the behaviour with the emphasis always on mending relationships and repairing actions. All staff are trained in restorative practices which underpin our ethos and culture.

Any behaviour leading to an action/reward/consequence/restorative process is recorded on the schools data system (both sanction and action including any detentions).

Some pupils are very skilled at eliciting secondary behaviour to divert staff away from the original unacceptable behaviour and consequently cause confusion and escape from any ensuing sanction. This means that staff must remain focussed on the initial cause but may need to consider how the pupil reacts to the member of staff's response when deciding which is the most effective strategy or consequence to use. Serious behaviour such as physical assault, bullying, damage of property should be recorded as an incident and discussed as part of a debrief session with all staff involved in determining effective strategies for the following day. Discussions around strategies to prevent repeated behaviours / incidents take place as part of the whole staff debriefing meeting in each school every day. Decisions made and actions undertaken are then communicated in the morning briefing to all staff.

LOW LEVEL BEHAVIOURS

This guidance specifically relates to the logging of behaviour on the schools data systems.

Low level behaviours do not get logged on the schools system if it has been reflected in credits allocated on the students credit sheet for example: a student swears at another pupil and this situation is resolved quickly and is a one off situation, the student may fail to gain one or two credits, as this has been reflected and managed with credits it does not need to be logged elsewhere. However if a student is persistent in their abuse they may fail to gain any credits then further action may need to occur such as a restorative meeting, detention, phone call home, isolation etc. which does need to be logged. Anything that results in a formal sanction or reward must be logged on SIMs. The Credit System is the fundamental tool for managing behaviour and

is the first tier of intervention prior to moving into the higher tiers of the Behaviour Policy Operating Document.

Dealing with low level behaviours is fundamental in reducing escalating behaviours and incidents. Staff must intervene and “nip in the bud” low level behaviours. It is vital that staff observe and react to behaviours rather than ignore and allow situations to escalate. Intervention may be in the form of verbal reminders, removal of equipment, use of credits and distractions or change of face. Not responding to low level behaviours can lead to gradual escalation as pupils test

REMOVAL FROM CLASS

Isolation is a very powerful tool. It describes a child being withdrawn from the community/group. This can be anything from a couple of minutes to cool off/calm down to loss of break/lunch time to after School detention to a day/part day working away from their peers in a suitable area.

Clearly each level of isolation indicates a higher level of intervention and will depend on the age of the pupil concerned, frequency and severity of the behaviour we are trying to discourage. The teacher responsible for the child at that point in time will be the best person to decide what intervention is most appropriate. Where isolation is for longer than a short period outside of a lesson as an immediate response, the designated senior member of staff will be involved in the decision or it may be a preventative strategy discussed in the daily debriefing meeting.

Where a pupil self-exits or is asked by the teacher to spend a short period of time outside of the classroom, the Progress Coach should follow the pupil or communicate with a Behaviour Learning Mentor (Horizons / Endeavour) to supervise the pupil. Pupils should not be left unsupervised outside of the classroom. Supervision may take the form of discrete observation if the pupil is calm, requires time out alone and is not causing any damage or disruption. All efforts should be made to deal with the situation and re-engage the pupil swiftly to return to the main classroom and learning once again. Where it is necessary for the pupil to remain out of the classroom for a longer period (more than 5 minutes) due to behaviour or refusal to engage, the Progress Coach should return to class leaving a Behaviour Learning Mentor to supervise and work with the pupil to return to class. The role of the Behaviour Learning Mentor is to address behaviours, resolve issues and swiftly get the pupil back in class and learning. Their role is not to withdraw pupils from class for 1:1 sessions as learning in class is the priority but to work with pupils in returning them to learning and supporting in classrooms.

Isolation should only ever be agreed by a member of the Leadership Team other than when it is a short 5min or 10 min calm down / discussion with a staff member. Pupils in planned isolation as a strategy or preventative measure must be supervised or taught by a member of staff as part of an agreed staff strategy from debriefing or leadership decision.

Pupils who are isolated MUST be monitored/supervised to ensure that they are safe and for staff to intervene in the most appropriate way at any given time. Intervention is likely to include all the usual strategies that support pupils getting back on track and will involve supervising/monitoring the child in or outside the area at the most appropriate level. Children must never be locked in any area unsupervised. Time out rooms doors should not be blocked or forced shut by staff (except in an emergency) and communication with the student should continue to de-escalate and diffuse the situation.

AFTER SCHOOL DETENTIONS

After School detentions are only to be used for the most serious behaviours or to make up time where the pupil has arrived late to school. Lateness to school must be addressed through time made up on the day. Any pupil who arrives late must remain in detention after the end of the school day on the day which lateness occurs.

All parents/carers will be informed by 2:00p.m. of any after School detention and must be served on the same day where possible with parents/carers invited for a meeting and to collect their child if the child usually accesses transport provided by the LA.

Detentions take the form of discussion, self-reflection and repair to damage as necessary. Reflective exercises focus on what the child has done (e.g. what led up to a particular incident etc.) and ways to prevent the behaviour from occurring again in the future.

DAMAGE

The cost of replacing broken equipment or repairing items which have been damaged negatively impacts on the purchase of resources, rewards and activities for pupils. Damaging the property of others can have serious consequences in the community and we, as a school, educate pupils through the replication of society expectations. Therefore, New Horizons will take action wherever damage is caused by a pupil.

Pupils who are consistently involved in low level damage to the school site may be called before an internal Damage Committee involving members of the school community including representative from Pupil Voice and school governors as well as the Schools Police Officer.

Parents and carers will be billed for any damage to equipment or the building caused by their child where it is not possible for the child to repair the damage or make amends through work within the school. Individual circumstances will be taken into consideration and parents/carers may be asked for a contribution to the full amount. Where possible the preferred option is for pupils to 'make good' the damage or undertake tasks in their own time to repair and re-build. If damage is significant and above the schools threshold for damage, a Parental Contract may be issued or the police informed to manage the situation if a resolution cannot be found with student and parent/carer. This will be a last resort and all efforts will be made to resolve the situation with restorative approaches. However, a significant incident of damage on a second occasion will be reported to the police. Where there is repeated low and mid-level damage which is not being addressed through police action and parents / carers are not willing to make contributions to repair or replacement, the case may then be referred to the Small Claims Court and parents will be informed of this in writing in advance of action being taken. In these circumstances, evidence of repeated damage will be collated by the school, a letter sent to parents warning of action to be taken and the school will copy in the School Business Manager who liaises with the Trust Finance Department to follow through on a claim via the Small Claims Court. This will mean formal contact with the parents / carers and where the court finds in favour of the organisation, the Trust seeking financial reparation directly and through systems including at salary source.

PASTORAL SUPPORT PROGRAMMES

Where a pupil is experiencing significant difficulties in adhering to the behavioural expectations of the Hub and either relentlessly preventing others from learning or is a risk beyond the normal day to day management to the safety of staff and pupils, a Pastoral Support Plan (PSP) may be put in place on either full time or reduced hours to offer more targeted support and facilitate individual behavioural improvement planning. A PSP in this instance can be used as an alternative to fixed term exclusion and in an attempt to break the cycle of entrenched poor behaviour. PSPs are also used to address behaviour which presents serious health and safety issues in relation to individuals or the operational running of the Hub. Where a PSP includes a timetable with reduced hours (less than 23 hours per week), the support of the parent is required and parents / carers are invited to sign acceptance of the PSP. Where the PSP is offering the same hours or at least 23 hours of education per week, whether on or off site, no signature is required as the Hub have the right to identify the most appropriate learning environment for the pupil.

A PSP is a short term response to manage behaviour or personal circumstances in the case of pupils with medical needs. PSPs are reviewed every two weeks and amendments made as necessary. A PSP meeting should be held or, where parents are unable to attend, a review may take place over the telephone or through a home visit. **A PSP can only be agreed by the Head of School in conjunction with the Head of Inclusion who has overall responsibility for safeguarding and attendance.**

PSPs are part of supportive strategies to address behavioural issues or attendance concerns. Where a pupil is struggling to attend full time or has been out of school for a long period prior to joining New Horizons Hub, a PSP may be utilised to support the gradual reintegration to a Hub school or group environment. Again, it is essential that the PSP is reviewed every two weeks with the aim of increasing attendance as quickly and successfully as possible.

All PSP's will be communicated with the attendance team.

ALTERNATIVE PROVISION

The Hub on occasion will have long-term programmes for particular students that better suit their needs and may include a modified curriculum and timetable. Elements of these programmes could include work experience, college courses and use of other schools and sites to create more opportunities for the student to access education successfully. These programmes will be in agreement with parents / carers and reviewed on a termly basis. Bespoke programmes which include alternative hours, a reduction in timetable or a combination of on and off site education are referred to as **Personal Learning Programmes (PLPs)**.

Again, a PLP can only be agreed by the Head of School in conjunction with the Head of Inclusion who has overall responsibility for safeguarding and attendance.

EXCLUSION

Occasionally sending a pupil home for part of the day because they are not engaging in the bank of strategies available may be an option. As this is a fixed-term exclusion it can only be

sanctioned by the Head of School or the Deputy Head in the absence of the Head of School where no contact can be made to seek the Head of School's approval. A fixed term exclusion should never be used as a threat from other staff who cannot then carry the sanction through. Pupils are always warned when they are approaching this level of intervention and reminded that any work missed will be provided to their parent/carer to supervise at home. Where a child is sent home on a fixed term exclusion, the parent is responsible for ensuring that they remain indoors and do not go out in the community during school hours.

Alternatives to fixed term exclusions include in school isolation or internal exclusion. This may include placement temporarily in one of the other Hub provisions or off site facility such as a library or other agreed venue.

Permanent exclusion will generally be a final response to all staff exploring all avenues of intervention both from within our own work and from outside agency input. **The Hub does not support Permanent Exclusion as a response in any but the most extreme cases. A Permanent Exclusion can ONLY be agreed by the Executive Head Teacher and, in the case of any pupil with an EHC Plan, an emergency annual review would take place in the first instance.**

SUPPORT FOR CLASSROOM BASED STAFF

All teaching staff will have access to support in line with the Managing Behaviour Framework for their school. The expectation is that teaching staff, Progress Coaches, Behaviour Learning Mentors and TAs take responsibility for managing behaviour of the group they are teaching / supervising, but that additional support can be sought as outlined in the framework. Staff plan for behaviour both within their own lessons and collectively as a staff team. Planned strategies may include preventative work through internal and external facilitators but the focus is on teachers and support staff working together to manage the children within the classroom.

If the situation is serious and staff require additional support, contact can be made with available support staff which will vary from school to school (e.g. behaviour learning mentors, HLTAs, middle leaders etc.) in the first instance. Senior Leadership (SLT) are available to provide advice and guidance, but their role is to act as the final stage in a tiered system of consequences to ensure that students are able to understand the differences in severity between chosen behaviours. It is essential that referral to SLT is not over-used or the impact of SLT involvement will be diluted and staff will themselves be disempowered. Staff can also use any available staff in situations requiring additional support or a change of face (staff are expected to make themselves available to support colleagues if required, if allocated staff are not available). Staff can also support pupils left unattended in a classroom while staff deal with an incident. SLT will also be on-call for serious incidents or to seek additional advice about managing a situation themselves. Staff must never tell a pupil to leave the room without using a TA, Progress Coach or Behaviour Learning Mentor to support them and return to their learning as soon as possible. This avoids several pupils meeting up and encouraging each other to become more unsettled. Pupils who are excluded from or choose to leave a lesson remain the responsibility of the staff working with them in the first instance and need to be tracked, encouraged to re-engage and challenged appropriately. It is not acceptable for pupils to be left unsupervised and "forgotten" in corridors. Staff also need to be mindful of pupils using out of class behaviour to engage adults in alternative activities or conversations to avoid learning and focus their efforts on re-engagement and return to class as soon as reasonable.

Working with often volatile and extremely challenging behaviours can be both physically and emotionally draining for staff which means that it is vital to provide opportunities for staff to self-reflect and debrief each day. Staff meet at the end of each day to highlight successes, review systems and procedures and agree strategies for the following day. This provides a sense of collective responsibility to the community as well as purpose and participation in decision-making. Morning briefings consolidate the process by recording the agreed ways forward and outlining plans for the day.

USE OF PHYSICAL INTERVENTION

The law allow teachers to physically intervene to prevent pupils from hurting themselves, others or causing major disruption or damage. All staff at New Horizons Hub are included in Positive Handling training which has been approved by I.C.M. (Institute of Conflict Management). This training is run termly to ensure all new staff are trained and all staff are refreshed yearly.

Staff should always try work in pairs around their schools/sites– in the classroom the teacher and any support staff and at break times working together as a team. Staff awareness plays a great part in preventing situations escalating to a serious level. Staff should not be left alone if this is a possibility and the schools agreed communication strategies should be used or a reliable pupil sent to summon help when needed.

Physical interventions may be considered necessary in the following situations:

- When a pupil's behaviour is putting other pupils or staff in danger of physical harm, for example, if a pupil is attacking another pupil or a member of staff;
- When a pupil is at risk of harming themselves or putting themselves in danger, for example, running into the road or when two pupils are fighting causing the risk of injury;
- When a pupil's behaviour is causing disruption to the extent that good order and discipline is being seriously affected, for example, if a pupil is causing or is at risk of causing injury or damage, by accident, by rough play, or by the misuse of dangerous materials or objects;
- When a pupil is causing or is on the verge of causing deliberate damage to property;
- When it is necessary to prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts others;
- When a pupil is behaving in a way that seriously disrupts a Hub sporting event or Hub visit. (As part of the preparation for off-site visits risk assessments are undertaken. It may be deemed unsafe or inappropriate to take a child on an activity where there is a significant likelihood of a need for physical intervention).
- When a pupil persistently refuses to follow an instruction to leave a classroom. (It is recognised that in this instance the refusal of a pupil to remain in a particular place is not enough on its own to justify the use of force). However, it may be justifiable where a pupil remaining in a classroom or leaving would:
 - Entail serious risks to the pupil's safety, (taking into account the pupil's age and level of understanding), to the safety of other pupils and staff, or of damage to property; or
 - Lead to behaviour that prejudices good order and discipline, such as disrupting their or other classes;

Should positive intervention be necessary the well-being of the pupil will be of paramount concern and the physical intervention used “will be proportionate to the consequences it is intended to prevent. This means the degree of force used should be the minimum needed to

achieve the desired result." (DCFS 2010, 'The use of force to control or restrain pupils', DfES Guidance 2012, Use of Force Guidance 2013). Often it may be assessed that a prompt, guided escort away from a situation may prevent the need for more robust intervention.

PREVENTATIVE RESPONSES AND DE-ESCALATION

Staff are trained to be familiar with the following de-escalating techniques.

SET CONSISTENT STANDARDS – All members of the staff team work in a consistent way and have the same expectations e.g. Uniform infringements are always addressed in the same way, sitting on chairs / leaving the room tidy, not playing computer games as a "reward" each lesson and reinforcing that staff are professionals (Miss or Sir NOT first names; not pupils' friends who "high five", allow hugging and engage in off task conversations).

BE PROACTIVE - Ensure that every pupil knows the expectations, limits, boundaries and sanctions of the School. Ensure a consistent staff approach by reading the holistic picture which outlines effective behaviour management approaches and the risk assessment on each student.

RESPOND, DON'T REACT - Intervention at an early stage by verbal response, deflection, distraction, minimises the risk of escalation. Develop awareness of body language, eye contact, personal space and mood swings.

EARLY INTERVENTION IS KEY – staff must get to know the pupils well, closely observe interactions, be vigilant at all times and respond swiftly to prevent behaviours developing negatively. **DO NOT IGNORE BEHAVIOURS** or presume other are dealing with them – if you see low level behaviours, respond appropriately and address as ignoring may be interpreted as acceptance of condoning of these behaviours. De-escalation is about bringing the behaviour into a calm space and not reasoning ad infinitum or continually talking as this can increase anxiety in some pupils and have no impact.

KNOW YOUR PUPILS – staff must familiarise themselves with the initial information presented by managers about any new pupil and ensure they are aware of the pupil's Positive Handling Plan, keep up to date on their risk assessment and familiarise themselves with any other specific programme or agreed plan to consistently manage behaviour. Many behaviours can be avoided through awareness of plans and information about the pupil, following agreed systems and procedures and working with colleagues in a consistent way.

MONITOR SITUATION - Dispassionately, assess the level of emotionality and risk displayed by the aggressor. Consider your own personal safety - send for assistance if in doubt. Where possible stay calm, and resist over reaction -heavy handed approaches escalate situations. Consider your body language, tone of voice, personal space, gestures.'

BEHIND AND BEYOND BEHAVIOUR - Dispassionately, seek to understand the feelings and thoughts that are motivating the behaviour. Do not enter into a prolonged discussion about the 'behaviour' whilst the child is aggressive. Threats of sanctions and/or punishments can act as further triggers to escalate anger if given at a time of crisis. However, staff working in the school are educational staff and should not seek to analyse possible psychological causes or down play behaviours as excusable because of the child's circumstances, but to address and manage sensitively whilst considering that consistency is paramount as incidents may be witnessed by other pupils who will take their direction in terms of standards by what they see.

SALVAGE SELF-ESTEEM - Do not enter into an 'either/or', 'win/lose' situation. Beware of belittling the student's loss of self-control. Encourage any movement towards the regaining of self-control. Do not rely upon status, presumed authority or even relationship to defuse the incident.

DEFUSE FEELINGS - Before attempting any logical rational discussion about the behaviour, allow the pupil time and a safe space to gain self-control and exhaust emotional expression. This means acting as the 'emotional container' for powerful feelings. Do not take them personally, avoid emotional hijack. Until the level of emotional arousal is reduced the young person will be unable to 'hear' logical reasoning. If necessary remove the whole group and / or the individual from the situation

OFFER CHOICE - Allow the child to choose their next move (within reason) Follow choice to logical consequence. This empowers and reduces anger, allows feelings to be acknowledged, engaging the child in taking responsibility for the resolution of underlying problems.

ACKNOWLEDGE OWN 'TRIGGERS' - Effective, affective communication depends upon self-knowledge and behaviour patterns. New behaviours do not become internalised quickly, in crisis management reactions are often based upon past coping strategies.

REPARATION - A short (or long term) goal needs to include the steps that the student can take towards reparation. This may include an interview with the focus of his/her anger and managing the consequences of his/her actions. It may be appropriate for a student to do a specific task in order to make amends for the situation caused, or damage done. This must be decided in the light of the situation and it must be fair. It is important for many pupils that they feel they have 'made up' for the problems they have caused.

When considering whether to use physical intervention, staff should:

- Take a risk assessment of the situation. This should involve assessing whether using a physical approach will result in pupils or staff being hurt or not. Sometimes this type of decision has to be made in a split second because this type of incident is often unpredictable.
- Use a range of other strategies to try to diffuse the situation. If a situation looks as though it is developing towards one which may be serious, staff should aim to ensure that all other pupils and themselves are safe.
- Intervene when pupils are hurting each other, depending on the severity of the fight. It is considered a 'duty of care' for staff to prevent this from continuing. Often a fight will need the pupils involved to be isolated from each other to calm them down, a single member of staff to quietly listen to each pupils' version of events and an opportunity for the pupils to rebuild their relationship in a staff controlled discussion.
- Take a risk assessment if a pupil is threatening to self-harm. Staff need to assess the situation as to the most appropriate intervention. If the pupil clearly has an implement with which they could carry out the threat, ensure that all other pupils are removed from the area and the SLT is alerted. The member of staff should talk calmly to the pupil until senior staff arrive. Should the pupil actually start hurting themselves staff should again undertake a dynamic risk assessment. Consideration should be given to the risk of further harm to themselves or the pupil if they physically intervene and decide whether any further action might inflame the situation further. If a pupil is threatening to self-harm and has no ready means of doing so assess the possibility of them doing so and decide whether to play the situation down

and inform SLT later might be more appropriate than taking more radical steps which again may inflame the threats.

- Take a risk assessment when pupils threaten staff. Many pupils will shout threats as a means of trying to test behaviour management strategies and have no real intention of carrying out the threat. This is likely to be a learned response or because of limited personal strategies and the pupil may not be able to respond in any other way when feeling defensive. Staff will know which pupils are likely to respond physically to criticism, frustration or disappointment and clearly need to be guarded about how they speak and what they say to the pupil. This will avoid not only a serious physical outburst jeopardising safety but also aggravating a pupil into a condition of loss of self-control and the subsequent loss of self-respect.

PHYSICAL INTERVENTION PROTOCOLS, PLANS AND PROGRAMMES

Staff must strive to prevent confrontation situations developing in order to maintain good working arrangements for all pupils within the class situation.

In most situations a pupil's behaviour can be predicted. Staff who know a pupil well will be able to foresee the type of situation which may cause that pupil severe stress or frustration and which may result in an outburst of unacceptable behaviour.

All staff should be aware of pupils whose behaviour is volatile and also those with additional support needs which may lead to them exhibiting challenging behaviour.

Behaviour management protocols (i.e. agreements between parents/carers, the pupil and Hub staff about how to prevent, minimise and manage specific, potentially problematic situations) must be agreed and established for all situations in which a pupil's behaviour may be seriously problematic. These should be documented in a PSP and reviewed every fortnight.

All students will have a Positive Handling Plan which will outline triggers and preferred responses. The PHP will be agreed during the induction period (2 Weeks) or at the initial planning meeting.

All incidents of physical intervention are logged on the schools behaviour tracking system and logged within a bound book. These are overseen by a named member of staff on each site which will be a member of the SLT or a Team Teach tutor.

SEARCHING AND CONFISCATION

Heads of School have statutory authority to search and confiscate items from students that are prohibited in schools, with or without consent (Dfe Searching, screening & confiscation 2014).

Head of School can additionally disseminate their authority to designated staff that may operate on their behalf. Screening and searches can take place for any prohibited items banned within New Horizons Schools or their sites, this includes but is not limited to;

- Cigarettes
- Tobacco and cigarette papers
- Lighters
- Drugs paraphernalia

- Illegal drugs
- Alcohol including empty bottles
- Knives or items for the purpose of a weapon as deemed so by staff
- Stolen items
- Mobile Phones
- Fireworks
- Pornographic Material
- Any item New Horizons may reasonably suspect has been or is likely to be used to commit an offence or a breach of a School Policy
- Any item New Horizons may reasonably suspect may cause injury to any persons including other staff
- Any item New Horizons may reasonably suspect may cause or damage property within New Horizons Schools including property belonging to staff and student

DAILY SCREENING

Each school has a statutory duty and authority to manage both the safety of students and staff. When students arrive in school on a daily basis they will undergo a screening process with designated staff with authority which will take place without the need of consent. This will include a request to hand over all prohibited items and to participate in metal detector screening (hand held wand). Prohibited school items that are not illegal will be stored with the student's belongings in the designated areas within each specific school. The door will be kept closed for the duration of the school day and students will not have access unless an emergency.

If a student refuses to participate in this process the School may refuse the student entry to the school to prevent other students and staff being exposed to potential risks to their health and safety and this will be recorded as an unauthorised absence. Any behaviour displayed during the refusal by the student that is contrary to New Horizons expectations and outlined within the Behaviour Policy, may also result in further sanctions.

SEARCHING WITH CONSENT

If a Head of School or member of staff with designated authority from the Head of School has reasonable belief and/or grounds to suspect a student has prohibited items in their possession a search will be initiated. The consent of the student and parent is sought during initial interview in writing with a copy held centrally within the students school file and on SIMs.

All searches of students and their possessions take place prior to school beginning, at the designated school entry point for students. The search of students will be undertaken by the member of staff of the same sex as the student, with a witness present where practically possible. A search of possessions will also take place in front of a witness. A search of a student will only be carried out by a member of the opposite sex when there is an immediate threat of serious harm to students or staff. If a student withdraws their written consent, a search may still be undertaken as outlined in 'Searching without consent'.

SEARCHING WITHOUT CONSENT

If a Head of School or member of staff with designated authority from the Head of School has reasonable grounds to suspect a student has prohibited or illegal items either on themselves or in their possessions, they can undertake search without consent. If the School has established responsible grounds to suspect prohibited items are on a student in school the search can take place during the school day for example if there is grounds to suspect a theft has taken place

which may include viewing CCTV for clarity. Responsible and proportionate force will be used in circumstance where the level of risk to students, staff and environment is an overriding factor and is delivered within the remit of Team Teach (please see associated Policy).

EXTENT OF SEARCH

The student will not be asked to remove any clothing other than their 'outerwear' or any other item that is not worn next to the student's skin. Outerwear can include but not limited to; coat, hoodie, sweatshirt, cardigan, gloves, hat, scarf, footwear. Should the level of risk dictate a more personal search then appropriate agencies with designated extensive powers will be contacted to undertake this.

CONFISCATION

The Head of School or member of staff with designated authority from the Head of School can confiscate, retain or destroy any item found during a consensual search as long as it is proportionate to the circumstances. Staff are not responsible or liable for the items providing they have undertaken a justifiable confiscation.

If the Head of School or member of staff with designated authority from the Head of School is carrying out a search without consent, whatever the item is that has been confiscated will determine the action taken. Any items that are illegal or relate to suspected illegal activity will be confiscated and shared with the police immediately. All appropriate agencies, the student, parents/carers may also receive notification if instructed by the police. Any items that do not meet the legal age threshold will be confiscated and destroyed. All other school prohibited items will be confiscated and either held to the end of day or a request made to parents/carer for them to collect. This will be assessed on an individual basis and based upon previous incidents.

STUDENT RIGHTS

New Horizons are fully aware and respect individual student's right to privacy under Article 8 of the European Convention on Human Rights. Although not absolute, our process to screen and search with and without consent is compatible with Article 8 as we exercise our power to search lawfully to maintain the health and safety of all students, staff and environment.

BULLYING

Bullying may be distinguished from other unacceptable forms of aggression in that it involves dominance of one pupil by another, or a group of others, is pre-meditated and usually forms a pattern of behaviour rather than an isolated incident.

Bullying can include:

- Exclusion from groups
- Spreading hurtful rumours
- Offensive graffiti
- Offensive comments
- Name-calling
- Hitting / hurting
- Threatening text or electronic messages (including through websites, social networking and instant messaging, known as cyber bullying).
- Kicking

Staff at New Horizons Hub will act – and more importantly, be seen to act – firmly against bullying wherever and whenever it appears. Bullying must never be tolerated and all instances followed up with intervention work for both the victim and perpetrator.

Our aim is to prevent bullying by:

- Educating pupils to behave in socially responsible ways and to understand how their actions affect others
- Creating a safe environment where pupils can discuss their issues without fear of being bullied or discriminated against
- Encouraging pupils to use the Pupil Voice groups as a vehicle for identifying problem areas
- Ensuring that all staff recognise the part that they play in effective prevention
- Effective monitoring of incidents or the reporting of bullying, of both the victim and culprit
- Ensuring the pupils know that the Hub takes incidents of bullying very seriously.
- Using teaching methods to communicate clear messages about the anti-bullying culture in positive ways (i.e. through PSHE / RE / assemblies/focus days/role play / games etc.)
- Effectively and consistently communicating with pupils and parents
- Implementing deterrents to bullies (verbal warnings, loss of free time, parental involvement)
- Regularly evaluating and updating Hub practices to take account of developments in technology, for instance updating “acceptable use” policies for internet access
- Seeking advice by utilising staff expertise or outside agencies
- Increasing staff expertise in dealing effectively with bullying through working as a team in planning and agreeing strategies for challenge.

If bullying does occur, staff at New Horizons Hub will:

- Remain calm and in control of the situation
- Take the incident or report seriously
- Take action as quickly as possible – where possible, remove the perpetrator from the situation and give out a clear message that the victim is not to be removed from lessons / activities as a response to the actions of the bully.
- Determine whether the action needs to be private or public
- Reassure the victim
- Offer concrete help, advice and support to the victim
- Make it plain to the bully that they disapprove and follow through with consequences including consideration to a programme of preventative work.
- Encourage the bully to see the victim's point of view
- Explain clearly what consequence the bully will receive, (if appropriate), and state why it is being given
- Encourage all parties to meet and resolve the issues through Restorative practices.
- Seek further advice
- Communicate with parents and SLT.

Similar considerations apply to racial and / or sexual harassment. Incidents will be taken seriously and will be recorded as a Serious Incident.

Restorative Justice between bully and victim will often be used to try to improve relationships, help them understand each other and support them both. Staff ignoring incidents is not an option as the situation will only get more upsetting or unpleasant for the victim, increase to include other victims and worsen the consequences for the bully.

All incidents of bullying are logged by the staff and overseen by a Senior Leader at each School and Recorded on the schools SIMs system.

RACISM

It is a statutory requirement that all racist incidents are logged and are monitored annually. Racism is covered very clearly within the curriculum and is an area that requires absolutely no prejudices on any part of all staff.

Individual racist incidents should be dealt with through Restorative Justice in the first instance to enable pupils to understand, improve relationships and to prevent re-occurrences. Racist incidents are logged on SIMs and monitored and managed by the SLT at each school. Racist incidents are generally not dealt with through an exclusion but through internal strategies including internal exclusions so that the behaviour is dealt with rather and the pupil clear that they are not welcome in a group situation until reparation is made and the victim satisfied that their feelings have been heard and action taken in line with school policy.

Where a pupil is regularly demonstrating racist views, the Schools Police Officer may be involved in undertaking 1:1 or group sessions to ensure the pupil is clear that their behaviour may be seen as a criminal offence. Further action may be considered where this behaviour then continues and formal police action sought.

WORKING WITH OTHER AGENCIES

The Hub works in partnership with a variety of outside agencies (e.g. CAMHS, Health Services, Social Services, Educational Welfare Services, The Police etc.) to support individual pupils and their families.

New Horizons Hub is an educational environment. Staff are employed as educators first and foremost and need to be clear in their role and remit. School staff are not social workers, counsellors or therapists. Therefore, we are keen to work with others who are qualified and experienced in their own fields and can contribute their expertise to partnership working for the best interests of our pupils.

USE OF PARENT CONTRACTS AND ABCS

Where behaviour is at a level which needs swift response and involvement of parents / carers in supporting the school and there is evidence of a lack of parental engagement or responsibility for the shared management of the child, a Parent Contract or ABC may be issued. This will be the decision of the Head of School and involve Local Authority Support through the Education Welfare Service and / or Community Safety. Parents / carers will be invited to a meeting to discuss their child's behaviour in the first instance.

PARENTING ORDERS

In exceptional cases, where engagement within the parent contract process has limited success, parents may be referred to the Magistrate Court for a Parenting Order. This action will only be taken where enforced compliance is deemed necessary in order to prevent a child being repeatedly excluded or permanently excluded from school.

RECORDING AND REPORTING

The SIMs Behaviour Tracking system is used by staff to monitor and track positive and negative behaviour incidents at school. Negative and positive incidents are recorded on SIMs and feed directly into the School's Reward System.

Low level incidents are recorded in debriefing minutes and on SIMS daily. Incidents which are of a higher level are recorded on an Incident Report and SIMS and must be completed before staff leave school at the end of the day to allow for SLT to review and use the information to determine appropriate decisions being made. All positive handling incidents (use of force rather than guides and friendly holds) are recorded in the Bound Book on each site and linked by Bound Book Number to an Incident Report – both must be completed before staff leave at the end of the day. Parental contact following an incident must be made by telephone and recorded as a communication on SIMS. Class Teachers will ensure that any relevant information about a behavioural incident is communicated promptly to form tutors and via the debrief process to colleagues and SLT.

Recording of incidents and positive handling must be accurate and factual. It is an expectation that forms are completed independently and give a clear context to the situation (antecedents explained simply), describe what was seen and not what is presumed or interpreted, thoroughly outline any interventions and de-escalation techniques, identify key personnel or pupils present and use correct terminology for any positive handling which has taken place (guides, caring Cs, friendly holds, figure of four, single elbow, etc.). The outcomes should also be recorded where the member of staff was involved or a witness. **Failure to complete Incident Reports or the Bound Book on the same day prevents appropriate decisions being made and may be dealt with formally as it increases potential risk to pupils and staff and does not support behavioural planning and reduction in risk.**

Using SIMs, incidents can be monitored by the Leadership Team and other staff to identify and target persistent behavioural issues. Pupils causing concern may be discussed as part of the debrief process or during Leadership meeting time. Individual programmes/approaches may be implemented to address the issues causing concern. At this time pupil's families, parents/carers will be invited to discuss the behaviour and to help formulate the behaviour support.

Parents/carers will be encouraged to be active participants in planning, implementing and evaluating any behaviour intervention. **All pupils have Positive Handling Plans** which must be reviewed and updated by the team following any incident and raised for evaluation and information at the fortnightly Risk Meeting (Horizons) or through weekly staff meetings (Aspire and Endeavour).

STAFF TRAINING

As with many aspects of our work systems are only as good as the way all staff use them. New staff will have been appointed because they have convinced the interview panel that they have the skills necessary to work with our pupils in an understanding, boundaried, caring, supportive and firm way. However all staff will feel that sometimes our excellent practice drifts or that they wish to access other means of developing a further understanding of how to help the pupils at The Hub. Staff Development Days will be used from time to time to pull all systems back on track or to look at how we need to move our work forward to cater for our changing pupils. Additionally either independently or through Performance Management target setting areas may be identified that

will be of benefit to individual staff or New Horizons Hub as a whole and appropriate training sought. Currently all staff are given 2 day Team Teach training which supports recognised good practice in managing behaviour and includes training in physical intervention. Additional Team Teach refresher sessions may be organised in response to need in each school by Team Teach Tutors who are part of the staff team on every site. Staff also access training in Speech and Language, ASD and specific behaviour planning as required.

REVIEW OF THIS POLICY

This policy has been developed through staff discussion, consultation with pupils, an external behaviour review, research and development and represents good practice in working with pupils with SEMH / SEBD settings as well as students with recognised behaviour issues and a variety of special educational needs. As such it will be reviewed annually and continuously developed to enhance all the work that we do with our changing population of pupils.

Links to policies:

- Staff Handbook
- Safeguarding Policy
- SEN Policy Statement
- Marking and Feedback Policy
- Substance Misuse Policy
- Equalities Policy
- Anti-Bullying Policy
- E-Safety Policy
- Positive Handling Policy

DOCUMENT REVISION

Date	Who	Description
Jan 2016		Initial Version
Jan 2017		Reviewed
Mar 2017	Governors	Approved
Dec 2017	JH	Re-formatted
Jan 2018	Executive Head Teacher	Reviewed
Feb 2018	Governors	Approved
June 2018	Alan Farrell	Reviewed
June 2018	Governors	Approved
June 2019	Alan Farrell / Jo Southby	Reviewed
June 2019	Governors	Approved