Behaviour Policy
Incorporating the Anti Bullying Policy

Date: November 2023   Due for review: November 2024

Introduction

The school believes that a positive approach to managing behaviour is the key to supporting independence and learning. It supports developing useful and productive citizens who are tolerant and compassionate. We believe that a positive approach to behaviour prevents bullying and racist behaviours by providing good role models of behaviour and language. School will challenge and act on any unacceptable behaviours to ensure that all pupils, staff and visitors remain safe and free from abuse.

At Springhead School, our pupils are treated fairly, openly and honestly and with respect, understanding and dignity. We ensure pupils are in the best physical and emotional place for learning to take place.

Aims

- to promote positive behaviour which supports the development of independence, self-esteem, self-discipline and co-operation, thus encouraging everyone to behave in a socially acceptable manner and avoid bullying and racist behaviours
- to ensure respect forms the basis for all interactions which we recognise will need to be taught and modelled
- to support the needs of children who present with challenging behaviours as a result of their special needs. These behaviours are seen as communicative intent. School will work with the child, families and other services to promote other forms of communication, reduce the incidence of challenging behaviours and develop self-discipline and control strategies.
- To provide a curriculum that meets the needs of a diverse community where everyone is treated as an equal
- To ensure pupils remain safe from harm and are protected from bullying.
- To ensure that 'behaviour for learning' is promoted in order for pupils to complete assigned work.

Procedures

- School will act to reinforce positive behaviours and minimise unacceptable behaviour [see appendix 2 Practice]
- School will act positively to eliminate any bullying and support victims of bullying including cyber bullying as appropriate. [Appendix 4 and ICT e safety policy]
- School will positively act against any racist or discriminatory behaviours [see appendix 4 and the Equality policy]
- Employees of the school will be trained in Securicare as an intervention and will use the techniques to support the de-escalation or the management of pupils in crisis [see appendix 4 and care and control policy]
- Everyone will tell a member of staff if they see/know that someone is doing the wrong thing. We encourage this.
    At all times the school will ensure that it is a behaviour that is disapproved of not the child.

Roles and Responsibilities

Governors will approve the school policy, support the school with the its implementation, hear the case for any exclusions and decide on appropriate action and to regularly monitor behaviour incidents

Headteacher will have overall responsibility for managing behaviour, reporting incidents and keeping appropriate records.

Deputy Head will work with Behaviour Manager to monitor incidents and behaviour records

Senior Teacher will undertake the lead as Behaviour Manager and work with deputy and classes to support positive management of behaviour and to develop appropriate strategies

Securicare Trainers will advise and support, participate in Risk Assessments and Behaviour Strategy Meetings, ensure detailed records are kept, develop positive relationships with all families to support pupil behaviour in school and at home, keep HT informed as necessary and be prepared to lead and arrange meetings with staff teams, parents and multi-agency teams to work to resolve any behaviour difficulties.

Class teachers will provide appropriate levels of challenge, structure at appropriate levels for their pupils' diverse needs as well as adequate active and positive supervision for groups.

All staff will use a positive approach to behaviour management, develop positive reward systems and record incidents accurately and reflectively via CPOMS

Pupils will be aware of the school's approach to behaviour (as far as is possible), be supported with their own behaviour in line with our policy so they develop emotionally intelligent behaviour and support their peers to improve their behaviour, in line with our policy.

Parents will support the school's approach to behaviour management, in line with this policy, support their child/young person in learning to manage their own behaviour, take opportunities provided by the school to further develop their own understanding and implementation of effective behaviour management.

Assessment, Recording and Reporting

- The head will keep written records on CPOMS of racist incidents and the actions/sanctions implemented and complete returns on incidents as requested.
- The head will keep written records on CPOMS of bullying incidents and actions/sanctions implemented
- The head will keep a serious incident log and ensure the necessary paperwork is completed for reportable injuries.
- Staff will complete any incident reports or other paperwork as appropriate including accident reports.
- Senior Teacher monitors CPOMS and analysis will be used to support further intervention strategies
- Where necessary, Behaviour Support Plans and Risk Assessments will be written, shared and agreed with parents and any other parties.

Links
- **Securicare**
- **Violence in the Workplace – Legal Guidelines on the Use of Restraint.**
- DfEE Circular number 10/98 Section 550A of the Education Act 1996: **The Use of Force to Control and Restrain Pupils.**
- DfES **Guidance on the Use of Restrictive Physical Intervention for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and / or Autistic Spectrum Disorders.** July 2002.

References
- Child Protection policy
- Race and Equality Policy
- ICT policy
- Staff Handbook
- Code of Conduct
- Manual handling policy
- NYCC Guidance for Safer Working Practice
- NYCC Health and Safety Violence and Aggression arrangements

Appendices
1. Definitions
2. Positive behavior and Anti bullying practice
3. Reasonable use of force to control or restrain.
4. Covid-19
5. Cyber Bullying & E safety
6. Behaviour for Learning
7. Safespaces
8. Behaviour Principles

Appendix 1
Definitions

Positive Behaviour – the promotion of good behaviour by using positive role models, language and statements.

Racism -
The belief that race accounts for differences in human character or ability and that a particular race is superior to others.
Racist Behaviours Discrimination or prejudice based on race.

Bullying is described as the verbal or physical hurting, threatening or frightening of another person.

Cyber Bullying – The use of information communication technologies such as mobile phones or social websites to threaten, frighten or abuse another.

Positive Handling

This policy does more than simply outline the use of positive handling in school. It aims to provide a transparent overview of how we use physical contact to both care for and, where appropriate control our pupils. Based on the principles of moving from least intrusive to more restrictive holding, we have divided interaction into two definable areas: physical contact and reasonable force.

Physical Contact
Situations in which physical interaction occurs between staff and pupils to either care for pupils who may be distressed or have severe, complex or profound learning disabilities, or in subject areas such as physical education in order to promote inclusive learning opportunities and deliver the National Curriculum and other therapies and activities to ensure access and inclusion.

Physical guidance and prompts will be a routine part of programmes and activities for those pupils who require modelling and physical support to assist their learning. Physical contact may also be necessary during intimate care, moving and handling and other activities such as First Aid.

As part of a planned routine of intimate care it is appropriate for staff to work both child: staff ratios of 1:1 and 1:2, according to the individual needs of the pupil. This would be outlined in a personal plan. Consideration of the student's dignity should be given with regard to age and gender when establishing which members of the staff team should carry out intimate care with which students. This particularly applies when older students and younger staff are involved.

In addition, staff will also use positive touch to comfort pupils in order to teach them more appropriate ways of seeking attention. Where possible, staff will endeavour to use safe hugs and friendly holds.

Reasonable Force
No legal definition of reasonable force within a school's context exists, however for the purpose of this policy and the implementation in school:

'Reasonable Force uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property'. At Springhead School, we use Securicare training.

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Reasonable force is usually used either to control, for physical intervention, or to restrain. (DfE, July 2013, pg.4 and Allen, 2012 pg.9) This can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

1. Control – Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, active physical contact such as leading a pupil by the arm out of a classroom.

2. **Physical intervention –** This is used to describe the use of 'minimal force to briefly prompt, guide, contain or direct free movement, in circumstances in which there is no extended or extreme resistance. For some individuals, these may not be regarded as significant incidents, and, in some settings, may not require recording and reporting.' (Allen, 2012, p. 9)

3. **Restraint** – Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances for example when two pupils are fighting and refuse to separate without physical intervention.

   Reasonable force used should be proportionate to the age, gender, special educational needs, medical conditions, and state of physical, emotional and intellectual development of the young person.

   The scale and nature of any positive handling at school must be proportionate to both the behaviour of the individual and the nature of the harm they might cause; it cannot be used to respond to misbehaviour unless there is a risk of harm or the breakdown of good order.

   Springhead School does not use any single person holds.

Seclusion

The definition of Seclusion would be - where an adult or child is forced to spend time alone against their will

At Springhead School, we would deem the following to be seclusion:

- A child or young person behind a closed door they couldn't' independently open
- Being prevented from leaving a space they may not want to be in (this could be a physical barrier or adults' instructions)
- Being moved away from others (this could be a physical barrier or adults' instructions), not under their own free will

With reference to the DOH/DFES guidance 'Reducing the need for Restraint and Restrictive Intervention', the strategies of withdrawal may be used. The use of, for example, small group room or playground as part of this strategy i.e. removing a distressed child to a location away from distraction, audience or stressors where they can be observed and supported to resume their engagement with their educational programme.

It is important to understand the distinctions between:

- **Seclusion -** where an adult or child is forced to spend time alone against their will

- **Withdrawal-** which involves removing the young person from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities.

Any incidents of seclusion or Withdrawal, must be reported on CPOMS.

Appendix 2
Positive Behaviour and Anti Bullying Practice

Staff should, therefore, speak to, and support our pupils as they would their own children or wish themselves to be supported. Excessive shouting, sarcasm, belittling, condemning or criticising our pupils have no part in our work with them.

We believe that our pupils are happy when they behave well and when that behaviour is recognized by staff and their peers. Our staff give a real commitment to maintaining a positive relationship with pupils and to developing effective strategies to support each individual child or young person.

We recognise that there may be many reasons for pupils to behave in certain ways and to present behaviours that present as a risk. We support each other and pupils themselves to develop the skills to respond appropriately.

Learning to behave follows the same principles as learning other skills: it should be taught and modelled by staff.
- Appropriate and consistent expectations of behaviour are made clear to all staff, pupils and visitors to the school.
- School and class 'rules' are few in number and are positively phrased.
- Staff must develop a good understanding of their pupils needs and communication systems to prevent behaviour incidents through lack of engagement. Lessons and social times must meet pupils' diverse needs, inspire and motivate them.
- Class teachers must provide appropriate levels of challenge, structure and adequate active and positive supervision for their groups.
- School will use the PHSE curriculum to support pupils in understanding and expressing their emotions in different ways and to develop community cohesion and tolerance.
- Emotion coaching is used to support pupils.
- School will develop reward systems for good behaviour.
- Fostering good quality relationships with each other and treating each other with dignity and respect.

Bullying and Racist language

We do not tolerate bullying or racist language at Springhead School and believe it should never be ignored.
All racist incidents must be reported to the senior leadership team and on CPOMS and dealt with in line with this policy.
- If acts of bullying are seen or reported, staff must immediately deal with the occurrence (reporting on CPOMS highlighting 'bullying' to determine the type of incident – including giving support to the victim. This also applies to cyber bullying. Parents should be informed by the class teacher by telephone
- Incidents may need to be reported to members of the school's leadership team and / or the Head, and / or discussed at a staff meeting or behaviour meeting.
- Every incident needs to be addressed, in line with this policy, with each pupil involved being supported for their actions
- Incidents are reported to the LA and governors termly

Racial Behaviour in Springhead School.
- Racial behaviour is unacceptable at Springhead School – see Race Equality Policy.
- Should racial behaviour occur the following course of action will be followed:

Staff will:

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- Take immediate appropriate steps to stop the racial behaviour;
- In the case of graffiti arrange to have it removed as soon as possible;
- Confiscate racial literature, logos, etc., giving reasons for doing so;
- Counsel the offender and support the victim;
- Report all such incidents to the Head.

The Head will:
- Keep written records of all such incidents;
- Decide what sanctions to apply;
- Report all incidents to the appropriate LA officer;
- Inform all teachers of any incidents;
- If extreme political organisations are suspected of involvement, inform the police.

The Head may:
- Involve parents and / or Governors in extreme or persistent cases;
- Exclude from school extreme or persistent offenders.

Behaviour Management (Discipline).
- In any disciplinary process the emphasis must be on the positive approach of encouragement and praise, rather than negative criticism. Where it is considered that criticism is appropriate, it should be constructive in its approach and include advice / targets on how to improve behaviour.

- The support given to encourage pupils to behave as expected is of two kinds (which may be seen as a hierarchy of positive or negative reinforcers):

Reinforcement of appropriate behaviour, including:
- quiet praise from staff,
- comments, stars, etc., in files or books,
- being sent to other staff (e.g. school leadership team) for either of the above,
- public praise – in front of class, key stage or whole school,
- public written acknowledgement through the presentation of a certificate,
- being given a choice activity at a specified time which is outside usual choice-making opportunities (e.g. at the end of a lesson),
- being given a privilege task (e.g. helping at lunch-time, being allowed to take messages to other staff unsupervised),
- a verbal message (including telephone call) or letter or comment in the home/school diary to parents / carers,
- being given opportunity to participate in an additional session of a favourite subject or activity,
- being given a privilege activity (can be on or off-site).

Discouragement of inappropriate behaviour, including:
- redirection of the behaviour into a more acceptable form,
- planned ignoring (which should only be used when the behaviour does not disrupt the learning of other pupils, and does not pose a risk or threat to self or others),
- non-verbal signals,
- immediate checking of the behaviour,
- private disapproval (ensure that although this is private it is not given in a room with only the pupil and member of staff present),
- public disapproval (this must be handled very carefully and should not belittle the pupil),
- loss of a privilege – such as helping with registration,
- referral to member of leadership team (other than Deputy or Head),
- referral to Deputy Head,
- referral to Head,

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- parental consultation,
- exclusion by the Head, following the procedures given by the LA.

It is important that the sanction chosen is appropriate to the pupil and to the seriousness of the inappropriate behaviour. It is important that minor infringements result in minor sanctions, and that major sanctions are reserved for major or persistent inappropriate behaviour.

A loss of leisure time will **NOT** be used as a discouragement of inappropriate behaviour (this includes outdoor playtime).

At all times, it is essential that the pupil knows it is the BEHAVIOUR which is disapproved of and not the pupil.

- Behaviour must be reviewed in context. Information about what led up to the incident, what the pupil did, and the consequences of this, should all be considered. Recording procedures should put the behaviour in context, and should give information about how often the behaviours are occurring.

- Behaviour Management Plans and Risk Assessments will be implemented for pupils with behaviour of risk which staff and the pupil are working to change, and for pupils who have behaviours that may be severely challenging. These plans will detail strategies for dealing with the behaviours, including preventative and de-escalation strategies, and describe any planned intervention techniques (see NYCC Guidance for Safer Working Practice)

Please note: corporal punishment is illegal and is never used at Springhead School

Pastoral Advice.
- Advice and counselling are important aspects of discipline. Advice should include suggestions for improvement, and counselling should try to elicit reasons for the unacceptable behaviour.

- CPOMS records or incident sheets should be used to record where necessary and management plans reviewed in the light of any recorded incidents. It is important that updated plans are disseminated to all staff.

- Emotion Coaching may also be used as an intervention

Physical Contact and Physical intervention.
- There are occasions when dealing with our pupils where physical contact or physical intervention may be required. (See appendix 1 – extract from relevant legislation). By law, no-one has the right to touch, move, hold or restrain another person. However, we have a duty of care for the pupils and adults within our school.

- Physical contact may also be given in the form appropriate touch such as Deep Pressure

- Staff receive up-to-date behaviour management training including Securicare.

- Guides may be used to provide physical direction (using Securicare practices) where it falls short of physical intervention, is subject to considerations of sexual appropriateness and sensitivity and is subject to interpretation, so must be used with care

- We believe that physical contact and physical intervention should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might results in a threat to the health and safety of any individuals. **NYCC Guidance for Safer Working Practice and NYCC Violence and Aggression Health and Safety Arrangements**

give guidance to staff about these instances. It should be rare that physical intervention is required, but would include incidents:

- To prevent a pupil causing harm to themselves or others
- If a crime is being committed
- To prevent a pupil causing serious damage to property.
- When the purpose of intervention by physical intervention is to restore safety.

- Physical intervention is used only as a **last resort** in extreme circumstances and when no other option is possible (including where de-escalation techniques haven't worked). It should be proportionate, reasonable and appropriate and be done with the aim to reduce not provoke.

It is always unlawful to use force as a punishment.

- No more than the minimum necessary force must be used, taking into account all the circumstances, and the physical intervention should continue for the minimum amount of time necessary.

- In cases where it is likely that it will be necessary to use physical intervention (planned intervention) parents / carers will be involved and told how the physical intervention is to be exercised.

- There will always be cases where it is not possible to anticipate beforehand that physical intervention may be needed. In these cases, the above guidance will still apply, and parents / carers informed of the intervention.

- Only staff who have been trained in physical intervention techniques will be sanctioned to use planned, restrictive physical interventions.

- All staff owe a duty of care to themselves, our pupils and their colleagues. To take no action, where the outcome is that a pupil injures themselves or another (including staff) could be seen as a lack of care and attention. However, that does not mean staff are required to put themselves in physical danger.

- Members of staff facing confrontational situations with pupils are reminded that behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

- Staff are strongly advised not to physically stop pupils leaving their rooms. They should give a clear choice and spell out consequences (if appropriate), but unless there is a risk of injury, should never block a pupil's exit. This may include a Sixth Form student leaving the site if it has been agreed with the family and they are informed immediately.

  Staff should:
- **Remain calm** - the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, i.e. not toe-to-toe, is recommended.
- **Show awareness of space and use diffusing body language responses**– staff should try and be aware of the space around you and avoid stepping into another individuals' personal/intimate space. Use social distance, sideways stance, step back, intermittent eye contact, relaxed body posture and open palms.
- **Be aware of intonation** – staff should deliberately speak slower, lower and more quietly in a crisis situation. When others are anxious or angry, they tend to talk faster, higher and more loudly.
- **Use a help script** – staff should connect by using the student's name, recognize the feelings, tell the pupil you are there to help, you will listen.

- **Use Emotion coaching**

Staff should **not:**

- **Hold wrists** – hands should be in a supportive position on the lower arm (avoiding the wrists)
- **Use single person holds** – this includes wraps and shields
- **pace or chase** – staff should avoid the temptation to follow a pupil pacing or run after them. Where possible, it is preferable for the member of staff to stand still, speak calming, clearly and confidently – or even sit down.
- **Ignore AND walk away** – staff should use the radios 'Help to…' This is not the same as tactical ignoring (if noted on the Behaviour Support Plan)
- **Use Application of Force (including floor holds)**– staff must NOT act in a way that might reasonably be expected to cause injury. This includes:
    - Slapping, punching, kicking or tripping a pupil
    - Twisting, pulling or forcing limbs against joints
    - Indecently touching, holding or pulling a pupil by the hair or ear
    - Prone or supine holds

Recording And Reporting.
- Incidents of behaviour that are of risk which are serious enough to warrant recording should be recorded on CPOMS and reviewed by the Behaviour Lead.

- If Physical Intervention has been used staff must complete the relevant records. A Behaviour Support Plan and Risk Assessment will need to be carried out – this may apply when an individual pupil needs physical interventions using Securicare strategies as part of an on-going behaviour management plan.

- When there have been incidents of violence to staff, those members of staff must complete an accident form (if injury is sustained) and follow North Yorkshire's Health and Safety Violence and Aggression arrangements. The head will keep a copy of any reports, and follow the guidance.

- In respect of violence to staff, parents / cares will usually have been advised at an earlier stage if a pupil's behaviour is giving cause for concern. Parents/carers **must** be contacted before the pupil arrives home.

Restricting Liberties

Children and young people at Springhead School may **never** be:
- Locked up
- Left alone/ unattended (e.g in the Safespace/playground where staff are not able to have sight or sound of the pupil and be able to be responsive to need)
- Deprived of food/drink
- Denied access to a toilet

Underpinning values

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe, happy environment;
- be protected from harm, violence, assault and acts of verbal abuse;
- receive accredited on-going training and support.

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- be informed about the school's complaints procedure.

The school will ensure that parents/carers and pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school. In turn parents/carers will need to commit themselves to promote the good behaviour of their child and that efforts have been made by them to ensure that he/she understands and follows the schools' Behaviour Policy.

The good practice in the school is that parents are informed as soon as possible by phone of use of reasonable force (restraint) and the call is logged on CPOMS.

Appendix 3

Use of Reasonable Force to Control or Restrain Pupils:
The Education Act 1997 (Section 4) clarified the position about the use of physical force by teachers and others authorised by the Head teacher of a school, to control and restrain pupils.

The clarification was made by adding a section (Section 550A) to the Education Act 1996. Details of the DfES guidance can be found in circular 10/98.

Neither the Act, nor the circular, authorises the use of corporal punishment in any circumstances.

Nor are they intended to encourage the use of inappropriate force.

The section allows that reasonable force can be used in the following circumstances to prevent a pupil from:

- Committing a criminal offence.
- Injuring themselves or others.
- Causing damage to property (including the pupil's own property).
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

Appendix 4

Covid-19

Statement of Intent

We understand that we face a time of great uncertainty and, as a school, we are doing all we can to provide clarity and safety to the school community. This appendix includes strategies which the school will have due regard for during the coronavirus pandemic. The information in this section is under constant review and is updated to reflect changes to government guidance as it is released.

1. Introduction

COVID-19 presents significant challenges for the care and therapeutic engagement of pupils and young people with learning disabilities, recognising the increased potential for stress and distress particularly where options to de-escalate have not been successful. It is understood staff are undertaking demanding roles within very unique circumstances. This appendix aims to assist services by providing guidance for safe practice for those pupils who are presenting with challenging behaviour. This will enable the delivery of safe care for both pupils and staff.

When you can, staff must always follow Government guidance on social distancing.

2. Purpose

The purpose of this appendix is to ensure clarity regarding our ability to support pupils and young people at the times of stress or distress during COVID-19 which includes: •Effective management of pupils and young people displaying challenging behaviour in the context of COVID-19. •Those who during physical intervention procedures staff may deem high risk due to anticipated body fluid exposure e.g. spit or saliva.

•The guidance around the "Use of Reasonable Force" where staff members Securicare certification has lapsed.

3. Physical Intervention During COVID-19

Staff at this time should use the space available to their advantage, when physical intervention is required and is safe to do so, staff should support pupils and young people, to safe open spaces where they can be monitored at a distance.

There may be times where the use of physical intervention is required; at all times staff should ensure this is the least restrictive for the shortest amount of time.

The nature of physical intervention means that it is intrusive and reduces the ability of those involved to practice social distancing for the duration of the interaction. It is vital that infection prevention and control measures are reinforced including good hand hygiene, social distancing and where required the use of personal protective equipment. This will ensure the safe delivery of care and protection of both pupils and staff whilst preventing the transmission of COVID-19.

During this time, it is deemed some pupils and young people may be considered more 'high risk' due to the anticipated body fluid exposure as a result of their high anxiety. Where possible when pupils show these behaviours, if it is possible, staff are;

- Advised to wear PPE. It is down to the senior leadership team if they believe a behaviour review meeting is needed.

4. Certification of staff for the use of restrictive physical intervention

We understand that during this time staff members Securicare certification may have lapsed, or staff members may be unable to attend a relevant course. This does not mean staff are unable to use restrictive physical intervention in situations when it is required.

The Education and Inspections Act 2006, Section 93 states:

"Power of members of staff to use force

(1)A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—

(a)committing any offence, (b)causing personal injury to, or damage to the property of, any person (including the pupil himself), or (c)prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise."

The Department for Education has no specified training provider in the Use of Reasonable Force.

Staff members, if expected to use Reasonable Force under these circumstances are as always expected to act in the best interests of the pupil, under the circumstances they are presented with.

It is recommended that staff members who are not trained, or their training has lapsed read the DfE's "Use of reasonable force" July 2013.

As with any incident it should follow the schools recording and reporting procedures.

Those staff members who are unable to, or certificates are out of date, it is recommended that staff members attend "in house" interim refresher training, this will be specific for the school's current working environment.

References

Education and Inspections Act, 2006 (UK)

Appendix 5

Cyber – Bullying

Cyber-bullying (also called 'online bullying') is when a person or a group of people uses the internet, email, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else.

Definition of Cyber-Bullying
Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.

By cyber-bullying, we mean bullying by electronic media such as:
- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms, to include Facebook, Bebo, Youtube and Ratemyteacher
- Nobody has to go through online bullying alone. Often the first step in stopping it is telling someone about it this is often difficult for our children to do so we expect staff and parents to be vigilant on their behalf – key indicators can be
- Pupils being withdrawn
- Role playing situations

Legal Issues
Cyber-bullying is generally criminal in character.
There are laws that apply to cyberspace:
- It is unlawful to disseminate defamatory information in any media including internet sites.
- Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
  At Springhead School, we expect staff to respond quickly to reports of cyber-bullying or harassment and to follow the safeguarding policies and procedures to report this to senior leaders.
  Springhead School endeavours to block access to inappropriate web sites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the internet in the Computer Room, or any other location within the school which may from time to time be used for such work, without a member of staff present. Where appropriate and responsible, Springhead School audits ICT communications and regularly reviews the security arrangements in place.
  Whilst education and guidance remain at the heart of what we do, Springhead School reserves the right to take action against those who take part in cyber-bullying.
- All bullying is damaging but cyber-bullying and harassment can be invasive of privacy at all times. These acts may also be criminal acts.
- Springhead School supports victims and, when necessary, will work with the police to detect those involved in criminal acts.
- Springhead School will use, as appropriate, the full range of sanctions for pupils who bully fellow pupils or harass staff in this way, both in or out of school.

- Springhead School will use its power of confiscation where necessary to prevent pupils from committing crimes or misusing equipment.
- All members of the school community are aware they have a duty to bring to the attention of the senior leadership any example of cyber-bullying or harassment that they know about or suspect.

Guidance for Staff
We do not expect pupils to bring mobile phones or other mobile internet devices in from home at Main site and most would not be able to independently access the internet in school. Where pupils do bring electronic devices into school or can independently access the internet we ask staff to be vigilant about cyber bullying, especially at Sixth Form.

If you suspect or are told about a cyber-bullying incident, follow the protocol outlined below:

Mobile Phones
- Inform a member of the Senior Leadership team and pass them the information that you have
- If appropriate, ask the pupil to show you the mobile phone
- Note clearly everything on the screen relating to an inappropriate text message or image (unless related to sexual content), to include the date, time and names
- Make a transcript of a spoken message, again record date, times and names
- Tell the pupil to save the message/image

Computers
- Ask the pupil to get up on-screen the material in question
- Ask the pupil to save the material
- Print off the offending material straight away
- Make sure you have got all pages in the right order and that there are no omissions
- Inform a member of the Senior Leadership team and pass them the information that you have
- Normal procedures to interview pupils and to take statements will then be followed particularly if a child protection issue is presented.

Guidance for Pupils
The following information would be shared in a simplified form with pupils as appropriate.
If you believe you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/guardian, or a member of staff at Springhead School.
- Do not answer abusive messages but save them and report them
- Do not delete anything until it has been shown to your parents/guardian or a member of staff at Springhead School (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying)
- Do not give out personal IT details such as your telephone number or email address except to people who you know well.
- Never reply to abusive e-mails
- Never reply to someone you do not know
- Stay in public areas do not go to private chat rooms

Guidance for Parents
Due to our pupils being very vulnerable, and some may be easily led and coerced, it is vital that parents and the school work together to ensure that all pupils are safe from harm and where appropriate are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying.
Springhead School informs parents of the cyber-bullying policy and the procedures in place to deal with cyber-bullying and asks them to sign a safer use of internet form. We also have

information about e-safety on our website. Springhead School families have access to the National Online Safety platform, which offers advice and guidance around all aspects of on-line safety.

- Parents can help by making sure their child understands where appropriate, the school's policy and that we take incidents of cyber-bullying very seriously.
- Parents should also explain to their child where appropriate, legal issues relating to cyber-bullying
- If parents believe their child is the victim of cyber-bullying, they should save the offending material (if need be by saving an offensive text on their or their child's mobile phone) and make sure they have all relevant information before deleting anything
- Parents should contact the school as soon as possible. A meeting can then be arranged with a member of the Senior Leadership Team
- If the incident falls in the holidays Springhead School reserves the right to take action against bullying perpetrated outside the school which spills over into the school.

E-Safety At Home
Several sites offer helpful advice to parents, particularly with respect to how they can best monitor their child's use of the computer at home. Important and useful information can be found on the following site:
www.nextgenerationlearning.org.uk/safeguarding-learners/Safeguarding-learners-content/Parents-and-carers

National Online Safety | Keeping Children Safe Online in Education

National Bodies
Further support and guidance may be obtained from the following:
- www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/cyber-bullying
  The following information can be downloaded from the above website:
- Safe to Learn: *Embedding anti-bullying work in schools* (2007):
- Cyber-bullying Guidance and Resources. Safe to Learn
- Cyber-bullying Summary Leaflet
- www.antibullying.net/cyber-bullying1.htm for an Information Sheet for Teachers and other Professionals who work with Young People
- www.becta.org.uk for information on safeguarding learners
- Beatbullying Rochester House London SE19 2AT 020 8771 3377 www.beatbullying.org
- Anti-Bullying Alliance National Children's Bureau 8 Wakley Street London EC1V 7QE 020 7843 1901 www.anti-bullyingalliance.org.uk

Appendix 6
Behaviour for Learning

- Actively build trust and rapport

- Demonstrate belief in the child/young person

- Treat everyone with dignity and respect

- Listen and respond when appropriate

- Enjoy each others company

- Hear the message behind the word/behaviour – why?

- See things through and keep your word

- Tell the truth at all times

- Apologise if you make a mistake

- Name and manage your own emotional reactions

- Let go of your memory/feelings of a pupil's previous behaviour

- Quietly, but firmly, hold appropriate boundaries.

- Have belief in what the children and young people **can** do

- Know what motivates them

- Carefully plan lessons

- Include pupil's in target setting

- Give the pupils feedback

- Praise – there is never too much praise. Promoting the positive behaviours and reinforcing the behaviours we want. Positive feedback and personal recognition

- Actively teach positive learning behaviours

- Support pupils to feel physically and emotionally safe at all times

- Routines and activities have to be taught – don't assume everyone knows what is expected and what to do

- Encouraging the right choice by explained the consequences. This language increases sense of responsibility, regards mistakes as part of learning, removes the struggle for power, is positive, overtly links responsibly, choice and consequence, helps to take responsibility, helps manage their own behavior and increases their independence.

- Giving pupils the opportunity to repair.

Appendix 7

Use of Safespace at Springhead School
A Safespace is a custom-made safe 'room within a room' that offers an attractive and calming space for pupils. They provide a low-sensory, soothing environment where, if a pupil feels agitated, they will be able to express their feelings with minimal risk of harm to themselves or to others. Safespaces can very often prove a much better alternative to the use of Restrictive Physical Intervention, particularly where pupils are tactile defensive or need time to self-regulate.

Calming and Soothing
Many pupils use the Safespace as a means of managing their own behaviour. Pupils are able to self-calm away from the gaze of others and without the need to be touched. The natural desire for one's 'own space' can often be denied to those who need high levels of supervision for their own safety.

We encourage pupils to be able to request the Safespace when they recognize they need it. The instances of crises can drastically reduce over time, as pupils have somewhere they can go before stress levels become too high. Anyone using a Safespace can learn to take their own 'time out` safely, and enjoy the benefit of privacy. They are learning to self-regulate their own behaviour.

Because the Safespace is a 'place' rather than just a technique to manage behaviour, pupils will begin to choose this as a place to go when they begin to recognise anxiety and its effects on them. The Safespace works well as a strategy written into Pastoral Support Plans and alongside approved techniques such as Securicare de-escalation strategies. Most pupils find it a supportive place to be in.

Guidelines
- Pupils are **NEVER** left unattended in a Safespace.
- Staff must take a common sense approach to risk assessment, i.e. taking action that results in the least damage to all persons concerned, combined with a positive teaching approach to behaviour.
  Due to the needs of the building, we do not have any other break out spaces for pupils. If we do not have safe spaces which pupils can use, then children and young people do not have the space they require to self- regulate.   Staff can support pupils who display behaviour which is challenging to the Safespace, reducing disruption, avoiding the need to 'clear' a classroom, and helping prevent injury. This reduces the need for manual 'holding' and helps to keep relationships intact.
- The use of the Safespace is likely to be considered when a pupil causes harm to themselves, harm to others or damage to property where the use of the Safespace would reduce the impact of this
- The Safespace can be used to prevent a serious incident, or self-selected voluntarily by a pupil. A pupil who agrees to use the Safespace, when suggested by a member of staff, is viewed as self-selection as the child or young person is choosing to comply.
- The use of the Safespace will be identified in a Behaviour Support Plan and Risk Assessment written in conjunction with the Headteacher and shared with parents by the Behaviour Lead.
- The use of the Safespace may precede a Behaviour Support Plan and Risk Assessment for the reasons stated above. It may be used as part of a wider behaviour strategy for a trial period once parents have been informed.
- The **intention** of the adult must be to teach the child techniques for dealing with their distress – leading to self choosing to use the Safespace.
- **The Safespace is never used as a punishment.** For this reason, whilst staff may remind pupils of the consequences of particular behaviours, **the Safespace must not be used as a threat.**
- If our intention is to teach the child techniques for dealing with their distress, such as taking oneself away to a safe space / place, then other spaces may work that are less restrictive – e.g. an outside space

- Empathic use of a Safespace necessitates it being within the classroom; if the class leaves the room whilst someone is in the Safespace then a familiar adult must remain with the child
- All incidents of using a Safespace must be recorded on CPOMS (whether the pupil has self-selected or not). If the Safespace is let the headteacher know in order to review the child's needs and provision.
- Wherever possible, the adult who has initiated the use of the Safespace should bring the incident to a close, by opening the Safespace for the pupil in order to maintain the relationship and demonstrate unconditional positive regard.

Appendix 8

Behaviour Principles

We, the Governing body of Springhead School believe that

- all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment.
- We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included.
- We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed.
- The **Behaviour Policies** and **NYCC Guidance for Safer Working Practice** will be applied with consistency and fairness, with regard to each individual situation.
- The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; appropriate praise and celebration of outcomes; to provide boundaries and make our expectations clear.
- We will always try to teach the child what is expected, without humiliation or in public view.
- Our focus is on **positive behaviours** and the opportunities for pupils to learn through therapies and interventions. We therefore work to reduce risk of harm through negative behaviours.
- Due to the complex needs of our pupils there are times when staff have to work in particularly challenging circumstances. We support the staff team by providing a range of training which gives them the skills to support challenging behaviour, manual handling, medical needs, health and safety and safeguarding.
- The school follows the **Behaviour Policies** and **NYCC Guidance for Safer Working Practice** and Securicare training which includes the use of physical intervention where absolutely necessary.
- Where there are questions about practice, school will follow the relevant policies and procedures including the pastoral care for school staff accused of misconduct.
- Springhead School use a range of support and therapies to meet the very individual needs of our pupils. Through observation and monitoring of pupil behaviour and rigorous analysis of information gathered, new strategies are deployed.
- At times, it is identified that pupil's needs cannot be met in a generic special school. The review process will be used, including seeking appropriate assessments to consider the most appropriate provision for the child.
- Our children, those with special educational needs, physical or mental health needs, and looked after pupils may experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their needs.
- We will always work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of building a strong learning community.
- Given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (for example, safer touch, behaviour, anti-bullying and exclusions) apply to all pupils when in school, when travelling on school transport (not provided by the Local Authority), and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of Springhead School off-site.
- The school will utilise its powers to search and to **use reasonable force** in order to keep individuals from harming, or further harming, themselves or others.
- The school will always be responsive to the needs of children and will make its expectations of behaviour clear to staff and children.
- Given the importance of the safety of children, the Governing Body support the school's authority to **permanently exclude** where the child's safety and that of other children can no longer be maintained.
- All such difficult situations will be handled with utmost respect of all the individuals involved, including children, their families and staff and within local authority procedures.
- The school regularly reviews behaviour incidents on CPOMS and in conjunction with the class teacher and class teams both for positive behaviours and where there may be concerns.