



### **Overview**

At The Place, we are committed to providing an environment where all pupils, staff and visitors feel safe, happy and included. In order to achieve this, we promote high standards of behaviour in conjunction with clear rules and routines.

Our emphasis is to recognise and celebrate success at all levels to ensure pupils feel valued. Also, it is important for pupils to understand and respect school rules and be aware of the sanctions that can be imposed if these are not adhered to. Due to the nature of our school and the broad range of additional needs, we adopt a personalised approach when managing behaviour to take into account individual needs.

The Equality Act 2010 places a duty on all school staff in England, Wales and Scotland to prevent discrimination, harassment and victimisation within the school. We recognise our role in the local community and it is our aim to educate our pupils in relation to positive behaviour outside of school.

### **Aims**

The aims of the policy are as follows:

- To encourage high standards of behaviour and respect from all pupils, staff, parents/carers and visitors
- To detail the expectations of pupils, staff, parents/carers and visitors
- To explain The Place's reward systems and methods of celebrating success
- To provide guidance on logical and natural consequences, as well as R&R (repair and reflect).

### **Expectations**

In order to achieve our aim of promoting excellent behaviour and respect for others at The Place, it is the responsibility of everyone, including pupils, staff, parents/carers and visitors. Please see below a breakdown of the expectations of each group:

#### **Pupils**

- All pupils must wear school uniform
- Pupils must not bring prohibited items to school (see list of items in this policy)
- Respect school property and equipment
- Follow class rules as outlined by staff members
- Listen, follow and respect directions from staff members
- Complete work to the best of your ability
- Participate in R&R

#### **Staff**

- Display the highest regard for behaviour and ethics as a positive role-model to all pupils
- Use appropriate language when communicating to pupils, staff, visitors and parents/carers

- Apply the school reward system and celebrate pupil successes at all levels
- Use sanctions appropriately and role model effective R&R.

#### Visitors

- Respect school property and equipment
- Use appropriate language in the school environment

#### Parents/Carers

- Work collaboratively with staff to promote high standards of behaviour
- If a 'Behaviour Plan' is deemed appropriate, work with staff to construct the plan and then communicate with staff to review the impact
- In the event of an after-school detention we request that parents/carers come to school to meet with a member of the SLT and collect the pupil
- To notify staff of any behaviour or incident at home which may impact the school day

#### **Behaviour Management**

Pupils at The Place have a wide range of additional needs and this is taken into account when managing behaviour. Due to this, behaviour management must be fair and consistent but also flexible and personalised with all factors considered. As part of quality first teaching it is first and foremost the teaching teams responsibility to use their behaviour management strategies to support any pupil displaying negative behaviours. If staff require further support we adopt a system based with radios- this ensures that there are various people on-site who can assist any staff member who requires additional support in managing behaviour- rather than specific or named individuals. In order to ensure that minimal disruption is caused to class groups in the event of negative behaviour, multiple spaces are located around school as well as a beautiful outdoor setting, giving the children space and time to self or co-regulate. It is then the aim to use de-escalation techniques we are ready to reengage in learning time.

#### **Team Teach**

We pride ourselves at The Place on providing a safe learning environment for our students. Sometimes, some of our children may get anxious or agitated we will do our best to help students to calm down using communication skills, distraction techniques and removing triggers where possible. However, there may be times when children need more help to calm down - this may require staff physical support to ensure the student's own safety, the safety of other students and staff, or that property is not seriously damaged/environment is not disrupted. This can require physical interventions.

We have adopted the Team Teach approach to manage challenging behavior; 95% of which involves de-escalation techniques. Team Teach is an approach to positive handling; which is accredited nationally by BILD (The British Institute of Learning Disabilities) in conjunction with ICM (Institute for Conflict Management). All of our teaching and non-teaching staff have been trained in the use of this approach.

The use of physical intervention is clearly sanctioned in certain circumstances by Section 550A of the Education Act 1996: The use of force to Control and Restrain Students. Circular 10/98 also provides guidance. All parents and carers of prospective students will be made aware of this policy before their children are admitted to the school and are required to sign the School/Home agreement which includes a reference to the use of positive handling.

Physical interventions will only be used as a last resort, for the minimum period of time once all other reasonable strategies have been exhausted.

The following situations or the prevention of the following situations occurring are the only occasions when a physical intervention is permitted.

- Immediate danger to self
- Disruption to the environment
- Fighting
- Assault/Attempted Assault
- Disruption to class
- Potential damage to property
- Threat of absconding
- Immediate danger to peers/staff
- Threats verbal/physical

Members of staff must always carry out their own personal risk assessment before embarking on a physical intervention and should always seek the assistance of another Team Teach trained member of staff to support/assist them where possible.

Every incident of positive handling will be recorded by the staff involved using the designated handling form on SOLAR as soon as possible after the incident and within 48 hours. (It will be seen as a disciplinary offence if this procedure is not followed).

All staff involved, including those who did not positively handle the child, but may have witnessed the positive handling, must report and sign it before leaving the school premises within 48 hours. Parents/carers of the student involved will always be informed about the incident by a member of the Leadership Team as soon as possible on the day of the incident.

Team Teach training is every 2 years but refreshers internally will be held regularly.

### **Reward System**

At The Place we hold high regard for celebrating success at all levels. Each week we deliver a celebratory assembly and present awards linked to our 4 school values. Pupils are presented with certificates and pictures are displayed both in school and on the website and social media platforms.

There is a reward system, named 'Tickets/Points'. In every lesson across the school pupils can achieve up to 60 points in a day. Pupils can also earn extra rewards through our school values for positive behaviour around school, such as being polite and showing respect for school property and equipment. Points have monetary value and pupils are able to purchase prizes with their points.

### **Sanctions**

At The Place we understand the importance of ensuring that all sanctions are reasonable and proportionate to the circumstances. Furthermore, we carefully consider a range of factors including individual needs and age.

We try to ignore low level behaviours and 'spot' good choices however sometimes this isn't successful. The system of 'minutes' mean that any behaviours that may be dangerous grants them so many minutes in 'R&R' discussing with their teacher what happened, repairing any relationships and reflecting on what to do next time. R&R may happen at the time, shortly afterwards, or the following day- depending on the situation and child.

#### Detention Protocol

- After-school detention must be cleared with the SLT before the pupil is informed. In this event, it will be the parents/carers responsibility to collect the pupil at the time stated and meet with a member of the SLT.

#### Exclusion Protocol

A pupil may be externally excluded for a fixed-term or permanently. Only the Headteacher can exclude a pupil and this must be on disciplinary grounds. The main reasons for external exclusion are as follows:

- Serious physical violence
- Persistent bullying
- Discrimination
- Damage/vandalism to school property/equipment
- Possession of a prohibited item
- Persistently not adhering to school rules

All permanent external exclusions are subject to review by the Governing Body.

#### Searching Pupils

The Headteacher and members of the SLT have the power to search pupils and their possessions if they suspect that the pupil has a prohibited item. Prohibited items include:

- Knives and weapons
- Alcohol
- Drugs (including medication which must be locked away)
- Tobacco (including vapes/vaping products)
- Pornographic material
- Stolen items
- Explosives
- Mobile phones/camera enabled devices
- Any other item deemed unsafe/inappropriate

Searches will be conducted by two members of staff where possible. If staff have reason to deem a search appropriate on a school trip, they must gain authorisation from the Headteacher/SLT.

In the event of a prohibited item being confiscated, staff have the right to retain the property and not hand it back to the pupil. Staff may request that parents/carers collect the item or in some cases it may be deemed appropriate to dispose of the item or to call the police.

#### Screening

School can require pupils to undergo screening by walk through or hand held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupil.

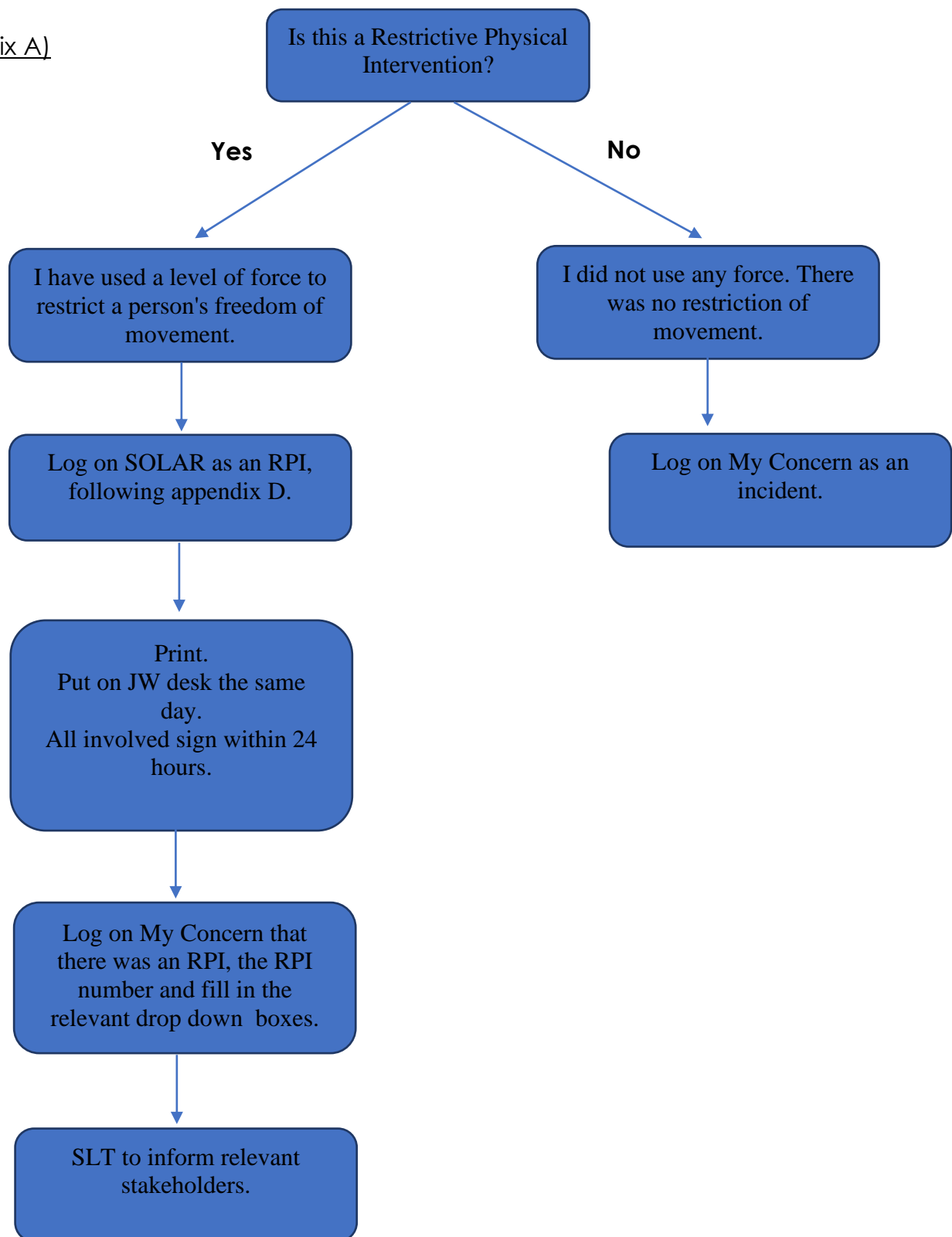
### **Monitoring**

Behaviour incidents at The Place will be recorded on SOLAR or our spreadsheet of low level behaviours. Data from SOLAR or our spreadsheet will be used to analyse and monitor patterns and trends of behaviour. This information will be used by the staff team to inform the implementation of behaviour management strategies.

### **External Agencies**

When acute needs are identified in a pupil, we will liaise with external agencies and ensure that the needs of all pupils are met by utilising the range of external support available.

Appendix A)



# The Place Independent School: **Behaviour and Exclusions Policy**

Published: December 2022

Review Date: August 2023

## Appendix B) Logging RPIs:

At The Place Independent School, we log any Restrictive Physical Interventions on SOLAR, they are then printed and signed by all involved (active or passive) as well as the staff member giving medical check. This process is completed within 24 hours. The below is the skeleton form used.

The Place Independent School

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ASSESSMENT

TARGETS

ROUTES FOR LEARNING

IEP

BEHAVIOUR

CLM

REPORTING

ADMIN

HELP

Incidents

List Incidents

List Archived Incidents

Add Incident

## Add Incident

Pupil\*:

Click to see list of pupils

Other Pupils:

Users Involved:

Date\*:

02/02/2023

Time of day\*:

Click to see list of Time of days

+ Add new Time of day | Manage Time of day

Location\*:

Click to see list of Locations

+ Add new Location | Manage Location

Asked to Stop

☐ No

☐ Yes

+ Add new Asked to Stop | Manage Asked to Stop

Body Map (To show any marks or injuries on YP) :

☐

Email Administrators:

☐

Email Summary To:

☐ Playfulness

☐ Calm Stance

☐ Calm Talking

☐ Limited Choices

☐ Planned Ignoring

☐ Success Reminders

☐ Withdrawal Offered

☐ Withdrawal Directed

☐ Firm Clear Directions

☐ Verbal Advice/ Support

☐ Reminders about consequences

☐ Contingent Touch

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List Incidents

List Archived Incidents

Add Incident

Reason for Intervention

☐ Fighting

☐ Danger to self

☐ Disruption to class/learning

☐ Threat of absconding

☐ Danger to staff

☐ Danger to peers

☐ Threats verbal/physical

☐ Disruption to environment

☐ Assault/ attempted assault

☐ Potential damage to property

☐ Other reasons

Physical Interventions

☐ Help Hug

☐ Half Shield

☐ Double Elbow

☐ Figure of Four

☐ Single Elbow - One person

☐ Single Elbow- Two person

☐ Ground Hold- Prone


☐ Ground Hold- Supine

☐ Wrap Legs (shins)


# The Place Independent School: Behaviour and Exclusions Policy

Published: December 2022


Review Date: August 2023




ASSESSMENT




TARGETS




ROUTES FOR  
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REPORTING



ADMIN



HELP

Incidents

List Incidents

List Archived Incidents

Add Incident

☐ Fix and Stablise (Neck Response)
 ☐ The Windmill (Neck Response)
 ☐ The Snake (Neck Response)
 ☐ Steering Wheel (Neck Response)
 ☐ X- Block (Punches and Kick)
 ☐ Fix and Stablise (Hair pull)
 ☐ Opening the oyster (Hair pull)
 ☐ Knuckle Slide (Hair pull)
 ☐ Knuckle Squeeze (Hair pull)
 ☐ Drop elbow (Arm disengagement)
 ☐ The pump (Arm disengagement)
 ☐ The clock (Arm disengagement)
 ☐ The conductor (Arm disengagement)

Antecedent
 
 Description of behaviour exhibited before handling

Description of RPI

Duration of RPI
 

☐ 1 minute
 ☐ 2 minutes
 ☐ 3 minutes
 ☐ 4 minutes
 ☐ 5 minutes
 ☐ 6 minutes
 ☐ 7 minutes
 ☐ 8 minutes

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Duration of each hold:

Why choosing to enter into an RPI:

Which staff member on which side (if more than a single person hold):

Which side entered in (if single hold):

Any Medical check information:

If Medical check shows any marks or injuries, or a YP states that they have any, a qualified first aider (those shown on the posters around school) will be called for in order to thoroughly check over the child. The Head Teacher will also be informed immediately. This will then be logged on the body map section.

If at any point a child states that they have been hurt in the RPI or are not happy about what has happened, the Head Teacher must be informed immediately.