

The Orchard School



Social & Emotional Behaviour Support Policy

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The Orchard School Social and Emotional Behaviour Support Policy

Ethos

The Orchard School is a creative community that encourages and supports every student to succeed and become responsible citizens. Students are made to feel safe, valued and inspired within a nurturing environment.

Values

We value a creative and supportive environment where students feel safe.

We value working collaboratively with parents, carers, and outside agencies to ensure that every student's needs are met.

We value having high expectations of our students to work calmly and purposefully to achieve their next steps.

We value offering a broad, creative, dynamic curriculum that is accessible to all.

We value a school where equality of access and inclusion provides opportunities for all.

We value working together and a sense of belonging. We aim to provide the skills required for students to be positive members of the school and the wider community.

We value the importance of reflection and restoration to gain emotional resilience and to give everyone a voice.

Behaviour Principles

The Orchard School is an environment where students learn what they require to help them to become successful adults. Students need support to begin to develop internal controls, to take responsibility for their behaviour, to learn to develop interpersonal skills in order to help their relationships with others and in their attitude towards the learning process.

The school works hard to foster a pleasant, affable and well-disciplined atmosphere dependent upon the interaction of many important factors. It involves students, parents/carers and staff and governors working in partnership to communicate effectively and accept responsibility for the creation of that environment. It is not something that 'just

happens'. It relies upon good organisation and the implementation of a number of key principles.

These principles include:

- 1. The staff and governors accepting their responsibility to:**
 - ensure that consistent and high quality programmes are delivered, both behavioural and academic, to meet each individual student's needs
 - ensure that a positive partnership with parents/carers is developed. Recognise that the overall care and responsibility of each student lies with the parents/carers and that their support and encouragement throughout the education process is vital.
 - provide a secure base on which to build trusting and nurturing relationships in order that students may receive the differentiated emotional and social support they need to settle to learn

- 2. The quality of the relationships between staff and students are:**
 - built upon trust, mutual respect and understanding
 - able to provide security, predictability, advocacy, challenge, modelling, develop curiosity, translating and explanation.
 - based upon professional practice.

- 3. All students are treated equally in:**
 - the fair allocation of resources to all groups, tailored to individual needs
 - the way in which all students are treated by staff
 - that no student is given authority over other students; only staff may instruct a student in what to do.

- 4. Respect forms the basis of the learning ethos and it is everybody's responsibility to:**
 - respect themselves and their needs
 - respect other people and their needs
 - respect their own and other people's property
 - respect the learning process
 - respect school property, buildings and their surroundings.
 - respect the local community

- 5. Staff being competent to complete their specific roles in order to make the system work:**
 - having a broad variety of professional, personal skills and competencies to work successfully and build positive relationships with students that have severe behavioural, emotional and social difficulties
 - having a well-structured programme of staff training, utilising both internal and external resources
 - responding with confidence and in an appropriate manner
 - being aware of the principles and procedures employed by the school
 - receiving in-service training in the aims, objectives, procedures and methods of working within the school.

6. High staffing levels providing for:

- small groups
- good supervision
- development of sound relationships
- support at social times
- awareness of situations that could be developing
- understanding of group dynamics and potential risks
- ability to introduce preventative techniques in order to manage discipline problems.
- Highly effective personalised working
- Differentiated interventions

7. A structured approach maintaining:

- the overall discipline in the school
- stability and security for the students
- behavioural boundaries and clear value statements
- routines allowing all students to know what is expected of them and what the arrangements are for their 'care'
- individual student targets understood by each student monitored regularly

8. The organisation of the school day allows all students to:

- enjoy the use of the school grounds in a safe and constructive way
- be supervised and supported by a member of staff whilst they engage in break-time activities.
- be kept safe from harm
- develop skills and interests

9. Matters concerning discipline are dealt with as quickly and fairly as possible by:

- not leaving unresolved incidents which create feelings of anxiety within the students
- the member of staff concerned wherever possible.
- staff share significant incidents as soon as possible to a member of the Senior Leadership Team.

10. Inappropriate behaviour is always recorded as follows:

- minor infringements are shared by staff at daily debrief sessions to identify potential patterns in behaviour
- more significant incidents are recorded on ClassCharts and monitored daily by SLT.

11. All members of staff have realistic expectations of the students in their care:

- understanding that incidents of inappropriate behaviour are a normal part of child development as students explore the boundaries of what is permissible, and that all behaviour is a form of communication.
- helping students to understand that staff care enough to let them know if and when this behaviour becomes unacceptable
- guiding is reinforced with consistent praise and sanctions

- displaying expectations, rules, rewards and sanctions throughout the school.

12. A commitment to applying Restorative Approaches to conflict resolution:

The school believes in using Restorative Justice practices, whenever possible to repair and rebuild relationships and as a consequence of poor behaviour choices. RJ offers a framework that enables pupils to develop their social and communication and reflective skills. It can be used to address bullying issues or other relationship difficulties, but also to:

- encourage all pupils to reflect on their behaviour and to understand the consequences of their behaviour choices
- ensure that pupils develop the skills to repair and rebuild relationships affected by their behaviour choices

Expectations

Students and staff are to be very clear about expectation of student behaviour throughout the day.

It is expected that students will:

- **Attend every day** - students are encouraged to attend on a regular daily basis.

Parents/carers are requested to inform staff about any absence as soon as possible, in accordance with the attendance policy. The Attendance Officer phone home on each day of absence.

- **Wear school uniform** - it is expected that all students will wear the uniform. School sweatshirts are worn over school polo shirts and black trousers and footwear needs to be fastened at all times. All students are expected to wear the PE uniform and outdoor activity clothing as required.

- **Leave personal possessions at home** - as the school cannot accept any responsibility for personal property, students are requested not to bring personal possessions to school. For safety reasons students may be asked to remove jewellery and secure long hair. Watches may be worn but the school cannot accept liability. If personal possessions are brought to school they will be required to hand them in on arrival when they will be stored in a safe place for collection at the end of the school day. Failure to hand in items may result in confiscation; items will then only be returned to parents or carers. The Orchard School will not be responsible for any possessions that are lost or stolen and it is for this reason we will discourage them from school.

- **Mobile phones are best left at home** – if they are brought in they should be handed in to PSOs or Form Tutors for safekeeping. Mobile phones must not be used during lessons.

- **Refrain from smoking** – The Orchard School is a non-smoking site and as such smoking is not permitted on or around the school grounds. Students are not permitted to leave the school site during the school day. Tobacco paraphernalia should remain at home or handed into the PSOs on arrival at school.

- **Walk when moving around the school** - for Health and Safety reasons it is inappropriate for students to run around the school and on staircases. It is also unacceptable for students to climb internal or external walls
- **Behave appropriately while in school** - students are expected to be punctual for all activities throughout the school and refrain from any illegal activity.
- **Behave appropriately while on the way to and from school** - students are expected to be polite and safety conscious in the transport provided for travelling to and from school. If students are unable to do so we may request that parents/carers assist with transport.

Rules

Are positively phrased, short and simple:

- follow staff instructions when they are given
- keep hands, feet and objects to yourself
- be polite at all times, avoiding teasing, swearing, spitting and bullying.
- enable yourself and others to learn

Certain activities require additional rules that are specific to that activity and these will be made known to the students when necessary and displayed in each teaching / work area / community area. Failure to conform to the health and safety requirements of a specific activity may result in the temporary withdrawal from the activity or curriculum area.

Rewards

Encouragement and praise are very important for students.

This constant feedback provides recognition of the effort that students are making. It helps them to realise that their efforts and improvement are noticed. 'Catching them being good' and illustrating the results of their efforts reinforces the concept that things do not happen merely by chance or fate, but that their actions both positive and negative will have consequences. This empowers the students to begin to monitor and regulate their own behaviour.

Students are encouraged and rewarded for appropriate work and behaviour. This informs them in clear specific terms what it is that they are being rewarded for. (co-operation, kindness, ignoring other's inappropriate behaviour, etc.) Rewards are to be given as soon as possible after they have been earned. Rewards can take the form of social reward, private praise; symbolic reward (points), tangible rewards (certificates, trips, raffle tickets etc.)

Non-Verbal Praise - It is important to remember that at least 55% of a message is given non-verbally and that the use of body language and gesture can be very affirming for a young person. It is not always necessary to verbalise encouragement and praise.

Verbal Praise - Staff will be aware of and actively seek opportunities to encourage and reward appropriate work and behaviour using verbal praise. To be most effective this needs

to be given immediately after it has been earned. Some students may be uncomfortable with public praise and staff will be sensitive to individual need and respond accordingly.

Credit Reward System - Individual students can earn credits for work and behaviour which also go towards the termly Form Reward; The Form gaining the most points each term has the choice of a range of activities as their 'reward'. Credits can be earned as follows:

- for every lesson students can earn credits for appropriate work and behaviour: 2 credits each for learning and behaviour targets. (These credits are related to student's individual targets). 6 further credits for Respect (themselves, others & property)
- during unstructured times; assemblies, break time, lunch-time and movement between activities, students will earn Respect Credits.
- extra Bonus credits can also be earned for completing homework
- students may also earn a Bonus if they do not receive any Incidents reported on ClassCharts
- Bonus credits will also be earned for additional duties and responsibilities
- SLT and staff discussion decide the level of bonus credits awarded for the above.

At the end of each full week, the Deputy Head calculates credit totals.

(Secondary)

Pupils above 490 will be awarded a Distinction certificate,
above 475 will be awarded a Merit Certificate,
above 450 will be awarded a Pass Certificate

(Primary)

Pupils above 270 will be awarded a Distinction Certificate,
above 260 will be awarded a Merit Certificate,
above 250 will be awarded a Pass Certificate

Pupils are given Credit Choice Activities on Friday afternoon; pupils with the highest score can also choose an enhanced Credit Choice activity

Students will receive a certificate for each level they achieve. These levels are converted into tokens and each week a student will gain

10 tokens for a DISTINCTION

5 tokens for a MERIT

2 tokens for a PASS

At the end of each term a student may exchange their Tokens for 'prizes' of differing values. Students may exchange some or all of their tokens for the 'prize' but must have sufficient tokens to exchange for a chosen 'prize'.

Tuck Shop - Students are entitled to a free item of tuck each day if they have achieved all of their credits for the previous day.

Raffle Tickets - All staff have raffle tickets with which they can instantly reinforce positive behaviour. A weekly draw takes place and the winner receives a small prize.

Vouchers - Students that achieve 100% attendance each term will receive a gift voucher to spend at their leisure. These will be presented by the Headteacher in the last assembly of each term.

Certificates - Certificates are issued for outstanding effort or achievement in all subject areas and activities. These certificates will be presented in assembly. Each student will take home the original certificate to share their success with their parents/carers.

Headteacher's Certificate – Students may receive Headteacher's certificates. These are awarded for effort and achievement in learning and are presented in assembly.

Phone Call Home - Parents and carers are kept informed of the positive aspects of a student's academic and behavioural progress with weekly phone calls made by the key worker in addition to calls made regarding poor behaviour and absence.

Letter Home - Letters or postcards will be sent home reinforcing the positive achievement for parents/carers to share in their youngster's success. Letters may also be sent home by SMT expressing teachers' concern regarding behaviour or work output.

The discretionary use of Special Treats - Special treats or rewards are available as a very effective approach to rewarding positive individual (or group) behaviour. Staff need to be mindful of the students health and dietary needs when rewarding with sweets. It is important to have special rewards to use when the group is working well or which the group can work towards. Staff are able to take groups out during the day for special day trips to motivate a group and reward them at the same time.

Special Group Activities – These may be for individual classes or year groups and are primarily to reward positive behaviour and improvement.

Residential Trips – The Orchard school runs residential activity trips, which are organized and managed by SLT and teaching staff. Students are encouraged to take responsibility for their behaviour and effort in work to 'earn' places on these residential trips.

Community Award - Each term the student members of every Key Stage vote for the student whom they believe has demonstrated the most positive behaviour towards peers. This is a democratic process and a secret ballot is held. Voting slips are handed to the PSOs for counting. PSOs need to demonstrate the integrity of the process. The student in each Key Stage receiving the highest number of votes will receive a trophy of their success

Secondary Students of the Week - Each week staff vote for who they feel deserves to be rewarded in assembly as 'Secondary Students of the Week'. This could be for a range of reasons, including improved attitude, effort, attendance, contributions to wider aspects of the school, being a good ambassador for the school, taking on greater responsibility etc. These will be awarded in weekly assembly and the winning student will be able to chose an activity with a member of staff.

(Primary ONLY)

Golden Time – All pupils are given Golden Time for 30 minutes at the end of each day, unless completing catch-up work. Those gaining 100% of their credits for the day, gain access to enhanced activities.

(Primary ONLY)

Primary Credit Shop - Pupils are awarded dojos for positive learning and social behaviour. Four dojos are equal 1 behaviour credit and students can save behaviour credits or 'spend' them for items in the Primary Credit Shop on a Friday afternoon.

Sanctions

The Orchard Schools prides it's efficacy on a, largely, non-punitive approach to discipline.

Positive behaviour management relies upon relationships and the environment to give a firm and commonly understood structure and sense of order. However, it is accepted that sanctions are required from time to time and need to be kept to a minimum. There will be occasions when students find it difficult to follow expectations, and prevent the staff from working and other students from learning. When this occurs staff will be prepared to deal with it in a planned way, calmly, quickly and consistently and without undermining the student's sense of responsibility or self-esteem.

This is a shared responsibility, requiring a consistent input from all members of The Orchard School. The skills and preventative techniques employed will be effective only if they fit with the ethos and philosophy of the school.

Permitted Sanctions

Stage 1

1. **Withdrawal of attention:** Attention given to inappropriate behaviour should be limited, whilst praising those around who are working and behaving appropriately.
2. **Use of Communication Skills:** Non-judgmental, unconditional responding can defuse a potentially volatile situation. Awareness of the young person's level of self-esteem will be invaluable here.
3. **Distraction and Deflection:** Timely physical presence of another adult to offer distraction with another activity or deflection from the difficulty can provide adequate diffusion of a problem.
4. **Reminder of expectation:** A gentle verbal reminder of the expectations of student behaviour may be sufficient for a student to self regulate.
5. **Mild or more severe verbal reprimand:** In most cases all that is required is a verbal reprimand. The student needs to be informed of what he/she has done wrong and what you expect him/her to do in the future.
6. **Loss of Credits:** Credits may be deducted from the student's credit sheet for behaviour and learning. Consistency is vital as students can be misled and confused in their understanding of adult's boundaries and what they need to do to demonstrate they have achieved their targets.

Stage 2

1. **An incident report on ClassCharts** - A member of staff will write an incident report in ClassCharts
2. **Phone Call** –From PSO staff or SLT, informing parents / carers about their child's inappropriate behaviour.
3. **After School detention** - After a consideration of the incident reports by the end of the day, a detention will be imposed during which a student may be expected to remain in school for anything up to one hour. Detentions take the form of discussion, reflection and completion of work as necessary. Reflective exercises focus on what the child has done and ways to prevent the behaviour from occurring again in the future.

Stage 3

These sanctions will be reported to parents/carers.

1. **Internal seclusion as appropriate** - Students begin each subject lesson or activity (single or double) with a fresh start but there may be occasions when, for their own physical and psychological safety, or for the safety of others, a student may be requested to remain in seclusion from other students for a period of time decided by the Senior Leadership Team.
2. **Monitoring Report Card** - There may be occasions when, for a fixed time, a student is required to have a Monitoring Report. The level of monitoring is defined by the card colour;
YELLOW – PSOs
RED – SLT

Teachers are required to record on the Monitoring Report the credit total for each lesson whilst observing the 'Purpose' of the report. If a student does not observe the 'purpose' of the Monitoring Report, it may be necessary to extend the period of monitoring or escalate the monitoring to SLT (Red) level. If a student continues to disregard the Monitoring Report, it may be necessary to impose an after school detention during which a self evaluation process can take place.

Pupils may elect to Self-Monitor and hold a Green report card. This should be encouraged by adults and is designed for pupils to develop some self regulation and self awareness. It can be used to promote praise and positive reinforcement.

Stage 4

These sanctions must be supported by a Pastoral Support Plan

1. **Fixed Term Exclusion** - If all the above sanctions have proved to be unsuccessful, then the student's needs will be discussed with SLT staff with a view to a possible fixed term exclusion. An individual Pastoral Support Plan will be produced after 5 days of fixed term exclusion in any one term. Following any exclusion parents/ carers will be invited to attend a meeting at school with their child, to discuss their return. Following fixed term exclusion, a student will be required to be on a monitoring report for a minimum of one day.
2. **Alternative Curriculum Programme** - The Pastoral Support Plan may indicate the necessity for an individually tailored educational programme for a student who is experiencing difficulty in accessing the curriculum as it is delivered to the whole school population.

- 3. Early Annual Review** – In the event of a student failing to make social and emotional progress, showing increased stress, causing significant harm to others and in need of a different form of intervention that The Orchard School cannot provide, an Emergency Annual Review may be held to recommend a change of provision.

The Orchard School reserves the right to act with discretion in the application of any sanction.

Incidents of physical violence

In the case of physical violence the sanction procedures are as follows.

Deliberate or intentional acts of physical violence towards adults or students – Depending upon severity the student will:

- be removed to internal seclusion for a period of time*
- receive a fixed term exclusion*
- be provided with alternative educational provision*.

* Police involvement will be at the discretion of a member of the Senior Leadership Team in response to Health & Safety concerns.

In the absence of a Senior Member of Staff the appropriate responsible adult will make the decision to involve the police.

If the Student Risk Assessment indicates police intervention this will take place according to the planning.

Following an incident of physical violence the completed incident report forms must be taken as soon as possible to a member of the SLT to ensure that sanctions can be applied as a matter of urgency.

Physical damage to property

Depending upon severity the student will be:

- spoken to by a member of the Senior Management or appropriate staff
- asked for financial recompense
- internally secluded
- subject to a fixed term exclusion followed by a meeting with parents/carers.
- under some circumstances a student may be asked to mend or 'make-good' damage.

Positive Handling

Positive Handling must only be used:

- for the shortest period of time to enable a safe environment to be re-established
- after exhausting all other techniques
- after telling the student to stop the inappropriate behaviour
- after informing the student of what will happen if they do not stop
- after summoning assistance from other colleagues, if possible.

To prevent harm to self, peer, adult or property, staff should remain calm and continue to communicate verbally with the student. Whenever possible a member of the Senior Leadership Team should be summoned.

Positive Handling may take several forms.

The Orchard School staff follow the Team Teach approach to Positive Handling. All staff at The Orchard School are trained in Team Teach.

“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe”. (George Matthews - Director)

Staff may:

- physically interpose between students; blocking a student's path
- escort or lead a student by the arm, or
- (in extreme circumstances only) using more restrictive holds
- make it clear that the physical contact will stop as soon as it ceases to be necessary.

To aid staff communication and ensure a consistent approach the following strategies have been put in place:

- information regarding the emotional volatility of each student is recorded on individual Risk Assessments. A copy is placed on student's individual file
- A Positive Handling Plan is completed, by the school's Learning Mentors. This details the length of time staff may use positive handling techniques prior to police intervention, and suggests helpful strategies if known.

Following an incident where positive handling techniques have been used.

- All incidents will be recorded by the lead member of staff on individual sequentially numbered and bound Physical Intervention Book.
- Immediately following any such incident, members of staff will inform a member of the SLT.
- Interviews will take place with the staff and students involved.
- Staff involved will inform parents and carers by the end of the day on which the incident occurred.
- Staff and students involved in the incident will participate in a Restorative Conversation with a member of the Senior Leadership Team to give the opportunities to discuss feelings, receive emotional support and discuss reparation of relationships.

Absconding / Leaving Lessons

Every effort is made to encourage students to remain in school and to deal with any problems they may be experiencing. However, should a student leave the school buildings or grounds without permission, the following procedure is adopted.

Leaving the School Buildings without Permission

- A member of the Senior Leadership Team will be informed.
- A member (or members) of staff will keep a watching brief on the student without engaging in 'chasing' the student.

If the Health and Safety or welfare of the student is deemed to be at risk staff may take action in the form of 'escorting' to ensure the safe return of the student.

Leaving the School Grounds Without Permission

- A member of the Senior Leadership Team will be informed.
- A member (or members) of staff may (or may not) follow the student on foot or by car to encourage a safe return.
- If the student refuses to return to school he/she will be considered to have absconded.
- If a student has absconded the student's age, past behaviour and emotionality will be considered.
- The parents/carers are immediately informed.
- If a child is CHIN, CP or CiC, Social Services will be notified
- The police are informed and a description of the student given.
- Should the student subsequently return the parents/carers will be informed and the police notified.
- The Senior Leadership Team will interview the student to identify the causes of the absconding.

Prohibited Sanctions

The Orchard School does not condone the following sanctions under any circumstances.

Corporal Punishment: This covers any intentional application of force as punishment including slapping, throwing missiles and rough handling. It also includes punching or pushing in the heat of the moment in response to violence from a student.

Deprivation of Food & Drink: This means denying a young person access to the normal amounts and range of food that is available to all students within the school, including the tuck shop.

Requiring a Student to Wear Distinctive or Inappropriate Clothing: This includes: the wearing of any clothing/badge that is recognised as a punishment, wearing any clothes that are inappropriate for student or activity being undertaken.

The Use or the Withholding of Medication or Medical or Dental Treatment: This is unacceptable in all situations, whether it is a punishment or a measure to control a student.

The Use of Accommodation to Physically Restrict the Liberty of a Student: There are no rooms at the school within which a student can be locked. All doors, including external doors, open from the inside. There may be exceptional circumstances when a student may be prevented from leaving a room if it is judged that they or another person would be a considerable risk of harm if they were to leave. A situation such as this is likely to result in the police being called to assist.

Imposition of Fines – Students should not be fined as a punishment for inappropriate behaviour. However, it is appropriate to request that a parent/carer make reparation for any wilful damage.

Intimate Physical Searches: Any such searches are never appropriate. However, a student's clothing may be searched if it is believed that he/she is concealing any object that may cause harm to themselves or others, e.g., a weapon. A student may be requested to turn out his/her pockets. Should this be refused this is dealt with in the normal disciplinary procedure as a failure to comply with a reasonable request. If it is suspected that a student is concealing drugs then the police should be notified.

Excluding from Curriculum Opportunities: Students will not be precluded from engaging in curriculum opportunities as a sanction for poor behaviour. The only exception would be if the student presents a serious health and safety risk. This decision would be made in consultation with SLT

Managing Extreme Situations

The students with whom we work have internal factors of emotional disturbance and low self-esteem. These, combined with external factors, such as environmental and personal relationships, create the potential for aggressive behaviour. Reducing such behaviour is a realistic aim, eliminating it completely is not.

The Orchard School, as a truly inclusive school, operates differentiated emotional and behavioural strategies tailored to students needs. Understanding students' histories and working alongside students will create a compassionate framework conducive to building confidence, self worth and self control, so improving behaviour and settling to learn.

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

Be Proactive - Ensure that every student knows the expectations, limits, boundaries and sanctions of the school. Ensure a consistent staff approach by reading the Pupil Profile 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. Attempt not to allow situations to develop.

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.'

Walk Away – Consider how the student is making you feel. Do you need to walk away and ask a colleague to take over?

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.

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 student 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 students that they feel they have 'made up' for the problems they have caused.

Positive Handling

When the situation becomes dangerous and alternative strategies have not worked it may be necessary to take further action.

Physical intervention must be the last option; not utilised merely because staff feel they cannot maintain and contain a young person's emotionality without it. Such interventions must be a part of the planned process and include distraction, timely physical presence and the suggested methods of de-escalation.

Only when it is clear that none of these techniques will have the effect of creating a safe environment for all concerned should physical intervention be considered. This must always be employed in a sensitive manner and one that allows a student to retain dignity.

A relationship based on trust and respect cannot develop if a student feels placed in situations where physical handling occurs in order to 'teach a lesson'.

- Any Positive Handling must take into account Health and Safety Regulations and Children Act requirements and recommendations.

RATIFIED
09/18

- The Education and Inspections Act (2006) allows teachers at school to use reasonable force to control or restrain students. It also permits other people to do so, provided they have been authorised by the Headteacher.

Within The Orchard School, all staff are authorised and trained to use physical intervention if necessary. Physical intervention may be considered in the following situations:

- when a student attacks a member of staff or another student
- when another person is in danger of being attacked
- when students are fighting
- when a student is hurting himself
- when a student is in danger of harming themselves

Permanent Exclusion

The Orchard School's ethos and philosophy does not consider that permanent exclusion is an supportive intervention or sanction for our SEND students and the action would only be taken if the other appropriate agencies fail to cooperate in the spirit of the SEN Code of Practice i.e. unable to identify an alternative provision that can meet the needs of the identified student. This action would only be invoked under exceptional, extreme or unforeseen circumstances where by other students/staff where at risk of very serious harm.

This Policy is written in accordance with the following guidance:

- “Education and Inspections Act 2006”
- “Ensuring Good Behaviour in Schools – A Summary for Heads, Governing Bodies, Teachers, Parents and Pupils.” DfE-00059-2011
- “Behaviour and Discipline in Schools – A guide for Head Teachers and Schools Staff” DfE-00058-2011
- “Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies” DfE-00060-2011