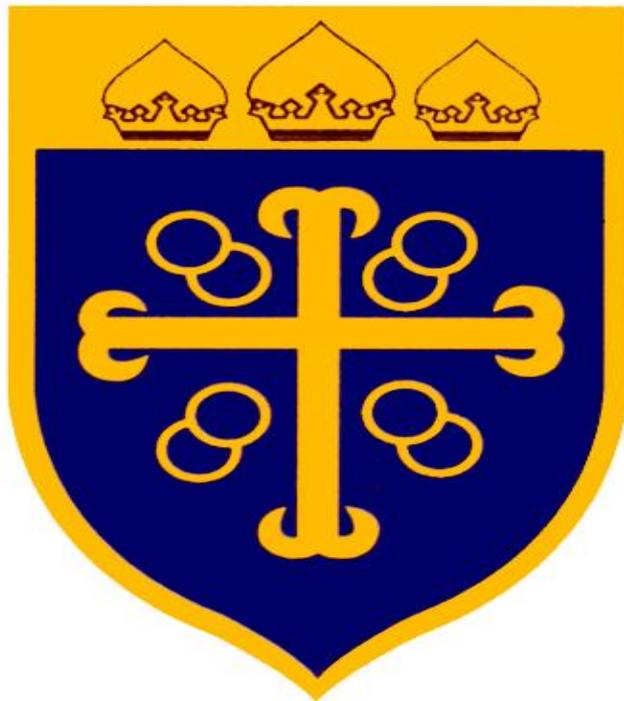


Policy Document

Durham Trinity School & Sports College



Pupil Behaviour and Emotional Wellbeing

Updated October 2019

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POLICY

This policy reflects the guidance from the Local Authority and the following legislation:

- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011.
- Rights of the Child 1992

This policy and practice relates to the whole school community and should be read in conjunction with the Policy and Guidance on the Use of Restrictive Physical Intervention (RPI), Policy and Guidance on the use of 'Team Teach' and Safeguarding Policies.

This policy will be reviewed annually.

IT IS IMPORTANT THAT ALL PUPILS EXPERIENCE A SAFE, CALM, CARING, CONSISTENT AND ORDERED LEARNING ENVIRONMENT.

PRINCIPLES

The policy and practice within this school seek to demonstrate:

- Consistent, clear and fair principles, which relate to the school's aims and objectives.
- A whole school approach conducive to effective teaching and learning, physical and emotional care and therapeutic intervention.
- Arrangements and practices which are known to pupils, staff, and parents which effectively convey the ethos of the school.
- A sense of community and shared values.
- Mutual respect.
- The promotion of good relationships between all.
- A commitment to proactive rather than crisis driven approaches.
- The encouragement of self-worth, self-confidence, and self-discipline.
- An emphasis on effort and achievement.
- The encouragement of good behaviour in the community.
- An appropriateness to off-site experiences and environments as well as on-site.
- Active partnership with parents and co-operation with the community.
- The use of consequence is fair, consistent, and considered.

Responsibilities and Entitlement

Responsibilities

Pupils at this school have a responsibility to:

Follow the school rules and expectations.

Do their best in all that they can do at school, taking part in a range of activities.

Show respect for others and the school environment

Support home/school contact where appropriate.

Respect other's culture, race, feelings, beliefs and values.

Express their views in a calm and considered way.

Reflect in learning conversations with staff when a situation has had an undesirable outcome.

Staff at this school have a responsibility to:

Provide a broad and balanced curriculum matched to the needs of each pupil.

Help each pupil to achieve their full potential.

Provide a positive and safe learning environment to safeguard and nurture all pupils.

Encourage every pupil to have high standards of behaviour, uniform, punctuality and attendance.

To be aware of emotional wellbeing of pupils, ensuring their mental health and self-esteem is paramount in our practices.

Encourage pupils to take care of their surroundings and others around them.

Communicate effectively and sensitively with parents/carers/guardians.

Teach pupils to develop a positive attitude towards everyone regardless of difference in gender, race, culture, belief, values, age and need.

Model appropriate behaviours and practices as well as how to maintain good relationships at all times.

Ongoing CPD will be provided from a variety of sources, including additional support for any members of staff that require it.

Parents/carers/guardians of pupils at this school have a responsibility to:

Maintain effective contact with school to inform of any concerns that may affect their child's work or behaviour at school.

To attend and actively participate in meetings and reviews that concern the development of their child.

ENTITLEMENT

Pupils at this school are entitled to:

Opportunities to develop self-worth through gaining success and accepting responsibility.

Opportunities to develop self-discipline.

Have their social and emotional needs supported and planned for.

A school ethos that is flexible, tolerant and allows them to be treated as individuals.

A caring and supportive regime in which personal growth and mental health can be nurtured.

Experience fair and equal treatment.

Knowledge of the rules, routines and expectations of the school.

To feel part of the School and be listened to in terms of their views and thoughts.

Receive praise and reward for positive achievements.
Access support mechanisms in the school.
Positive role models to emulate.

Staff are entitled to:

The right to teach; the right to respect; the right to fair treatment and the right to work in a safe environment.

Parents/carers/guardians of pupils at this school are entitled to:

Be regularly and actively involved in the education of their child, seeking constructive solutions to any issues involving their child.

CONTEXT

The school caters for a wide range of special educational needs and for some pupils their behaviour can seriously impede their own progress and those around them. This behaviour is often an inability to communicate their feelings, due to their level of emotional development or a manifestation of their specific condition. It is important that the school looks for the reasons behind the behaviour, providing pro-active strategies to develop this in a calm, caring, consistent and stable environment. It is equally important that the school's approach to managing behaviour is flexible and tolerant to enable individual pupils to develop within it.

ROUTINES.

An explicit feature of the school's structure is its routines. A routine is a fixed order of doing something and serves as a regulator. Valid routines contribute greatly to the smooth running of the school in general and specific activities in particular. Pupils thrive emotionally on the security that results from the consistency of well-established routines.

Teaching pupils the routines of the school should be more a matter of communication through the use of visual timetables and instruction than one of control. Pupils should be particularly praised when following routines and all pupils should on occasion have their observations of routines positively reinforced. Some pupils may require an individualised timetable or other visual cues such as 'Now' and 'Next', or an age appropriate visual timetable to encourage independence.

Regular school routines include:

- entering and moving around the school,
- the timetable,
- break and lunch times,
- Home/school transport arrival/departure procedure.

SCHOOL RULES.

The school rules provide a set of shared values and help achieve a consistency of behaviour for everyone. Such rules as exist are few and based on safety and sensible behaviour.

Durham Trinity School & Sports College Rules are:

- show respect for others, their property and the school,
- move safely within the school building & grounds and when accessing off-site environments to prevent accidents,
- respect the personal space of others,
- always be where we are supposed to be,
- be good ambassadors for Durham Trinity School & Sports College at all times.

Within school there may be specific expectations to facilitate safe learning environments. These may include visual displays.

PRACTICE - REWARDS.

An essential part of our practice is to give clear direction of what is expected and to reinforce by rewarding appropriate pupil behaviour and endeavour. Verbal praise and encouragement as well as gesture and facial expression are used regularly.

Rewards are very powerful. They acknowledge positive achievement.

There are a variety of rewards, which can be used as appropriate to the pupil's age and level of understanding. These include:

- The pupil choosing preferred activity on completion of task.
- Use of class star charts.

This is particularly successful within the primary department.

- Marking work.

Using smiley faces, writing positive comments in workbook.

- Awarding certificates.

Certificates are presented in assemblies. They may relate to academic or social success. At primary 'Star of the Week' certificates are awarded within each class. Pupils may receive certificates outside of school which can be brought in to school and presented in assembly.

- Awarding merit points.

This is used mainly within the secondary department. Pupils are awarded merit points by a member of staff for being particularly helpful, responsible and trying exceptionally hard with school work.

Once a pupil has earned a merit, this cannot be taken away.

- Certificates/prizes presented in assembly.

These can include achievements gained in and outside of school time. Merit point certificates and prizes are presented.

- Class mentoring.

Where appropriate class/tutor groups may be actively involved in supporting each other to promote positive attitudes and behaviour. The class/tutor group along with their class/tutor

staff will identify areas for class improvement and agree the class reward on reaching their target.

- 'Well done' phone calls to parents or carers.

When a pupil has consistently excelled in a particular area (academic or socially) a postcard outlining their performance is sent to the parents.

PRACTICE - INTERVENTION.

All staff must work together **all** of the time to encourage positive pupil behaviour. A quiet word or a knowing look often suffices. It is often however, the frequency of such actions which determines effectiveness.

Unacceptable pupil behaviour in the classroom is initially the responsibility of the class teacher. There is a professional obligation upon teachers to examine their preparation of a lesson (including differentiation for both academic and social/emotional ability), classroom organisation and classroom performance in the event of pupils displaying unacceptable behaviours.

De-escalation techniques.

Our pupils tend not to be as socially or personally skilled as most of their mainstream peers, and are as a consequence more likely to cope poorly with frustration, conflict and anxiety resulting in poor judgement, a failure to anticipate the effect or consequences of their behaviour, and, on occasions, temporary loss of control.

To achieve consistency it is important that all staff seek to manage the following behaviours:

- Dangerous behaviour
- Substance misuse
- Racial or religious intolerance or abuse
- Bullying
- Loss of self-control
- Verbal abuse
- Damage to property
- Negativism towards others
- Negativism towards self
- Theft
- Intimidating behaviour
- Severe or persistent disobedience
- Physical aggression
- Constant disruption

Staff interactions with pupils are crucial to limiting the frequency, duration and intensity of disruptive behaviours and to promoting behavioural growth in pupils.

The de-escalation techniques focus upon:

1. Group control.
2. Attitude and approach.
3. Non-verbal behaviour.

4. Verbal behaviour.

For each technique there are staff de-escalating responses and inflammatory behaviours. The following lists are neither exclusive nor prescriptive. However they are an indicator of the dynamic influence staff behaviour has upon the behaviour of their pupils.

1. Group Control.

Group control is an integral aspect of effective work with pupils.

DO

- √ Address the group in a respectful way being mindful that you are a role model.
- √ Start and finish on time. This sends signals to pupils about the importance and value that you place on the activity/lesson and makes colleagues' tasks easier.
- √ Be efficient. The more efficient you are the better you feel, the higher your level of confidence, the better things are likely to go.
- √ Settle the class to its task with as little delay as possible.
- √ Clearly state the expected task that must be relevant to the ability, interest levels and emotional needs of the pupils.
- √ Give plenty of time to allow the pupil to assimilate the information and check that they have understood.
- √ Be clear and decisive.
- √ Address and resolve situations calmly using non-confrontational verbal and non-verbal communication.
- √ Be alert to what is going on and ensure that your attention is distributed across the class.
- √ Relate to all the pupils in the class by verbal exchange and gestures such as eye contact and nods.
- √ Make use of the behaviour management systems already in school.
- √ Ensure that any changes to the usual routine are described.
- √ Ensure effective deployment of support staff.

DON'T

- X Be unclear and hurried in speech and actions.
- X Overreact.

- X Let situations drag on or escalate without attention.
- X Issue complicated instructions.
- X Show favouritism.
- X Be inconsistent.
- X Provoke by ridicule or sarcasm, or belittle effort or endeavour.
- X Have inappropriate expectations.
- X Send pupils off in numbers that will be problematic for someone else.

2. Attitude and Approach.

Staff members' attitudes and approach in all situations affects the quality of relationships with pupils. In situations of rising tension, staff attitude and approach is crucial. It can either improve or complicate the chance of success.

DO

- √ Appear calm and collected.
- √ Be clear and decisive about boundaries of acceptability.
- √ Demonstrate a non-biased nature.
- √ Be prepared to listen.
- √ Know when a situation is in stalemate and be the one that offers solutions.
- √ Be flexible in thought and response.
- √ Spontaneously provide a range of roles from dominance to reflective support.
- √ Value people as individuals.
- √ Be a sensitive, objective observer who can make valid diagnoses.
- √ Trust others and perceive them as being able to solve their own problems.

DON'T

- X Be fooled into thinking you should always be able to deal with any situation.
- X Expect colleagues to do without your support.
- X Be insensitive.
- X Be unfair or hostile.
- X Use high status intervention where low status will suffice.

- X Emphasise the situation out of all proportion.
- X Allow yourself to become personally wound up.
- X Create a win/lose situation without it being a calculated decision.
- X Continue with a course of action regardless of consequence.
- X Restart the argument or incident once calm has been achieved.
- X Use unnecessary peer group pressure.

3. Non-verbal behaviour.

The primary reason for using and interpreting non-verbal signals is to reinforce positive behaviour quietly but frequently. Non-verbal signals can also be used to de-escalate at a very early stage, or to signal a very low status adult involvement. If these signals are sent there will usually be a response. Similarly acknowledging non-verbal signs from within the class or from an individual enables early, low status staff intervention to occur.

DO

- √ Look at an individual when you are making an important point.
- √ Be aware of the signals that you give out by your body position and posture.
- √ Try to sit down.
- √ Nod your head to indicate attentiveness.
- √ Smile to show agreement.
- √ Avoid approaching square on or in an intimidatory fashion.
- √ Be aware of the physical distance between yourself and others.
- √ Raise your eyebrows to question.
- √ Use hand, shoulder and whole body gestures to support discussion and as reassurance.
- √ Seek signals that your message has been correctly received.
- √ Be aware that pupils on the Autistic Spectrum may not understand non-verbal behaviour and may be uncomfortable with eye contact.

DON'T

- X Invade personal space.
- X Use staring threatening eye contact.
- X Stand over pupils in a threatening manner.
- X Appear to lack confidence.

- X Appear tense.
- X Be oblivious to signals within the environment.
- X Retaliate with physical gestures.
- X Use inappropriate physical contact with pupils.
- X Remain static.
- X Appear intimidated.

4. Verbal behaviour.

This operates at many levels in school. It is an important skill staff have in helping pupils towards personal growth and employed correctly is the most powerful de-escalation skill staff possess.

DO

- √ Acknowledge the existence of a problem.
- √ Give reassurance and offer support.
- √ Be aware of voice quality, pitch and power. Make good use of pauses.
- √ Paraphrase what is being said, and check back with the pupil that it is accurate.
- √ Present facts or issues that may not be known to the pupil.
- √ Use personalisation and former relationship factors.
- √ Put the onus on the pupil to resolve the situation, pointing out consequences, offering choices, and offering alternatives. Allow the pupil an 'escape' route.
- √ Use the word 'we' in discussion and explain that the solution can be a 'together' solution i.e. 'What can we do about this?'
- √ Offer 'if I were you.....but it's up to you' scenarios, if appropriate.
- √ Identify the options with the child.

DON'T

- X Put the pupil in a position of no escape.
- X Use destructive criticism.
- X Remind the pupil of previous situations he/she would prefer to forget.
- X Use personal details of a pupil in front of a group.
- X Make unrealistic threats.

- X Make insensitive remarks.
- X Lose your temper.
- X Use 'you will' statements or get involved in stimulus response scenarios i.e. 'you did - no I didn't' arguments.
- X Become involved in disagreement with other staff members in the presence of pupils.

Ongoing CPD will be provided from a variety of sources, including additional support for any members of staff that require it.

Emotional Dysregulation

Pupils' limited or interrupted emotional development is often the cause of many incidents of problematic behaviour. It is important to be aware that emotional dysregulation, which is often a neurological and physiological response to a threat or perceived threat, can be elicited in a number of ways.

The types of dysregulation that most obviously relate to pupils with special educational needs are:

- Fear induced dysregulation – a response to a perceived threat or unrealistic expectations.
- Irritable dysregulation – elicited by frustration, boredom or pain.
- Peer group related dysregulation – related to perceived social standing, often exacerbated where a population is predominantly male, linked to pecking order.

Pupils with special educational needs often have a fragile self-esteem and are more likely to be sensitive to situations which are perceived to threaten this. Consequently, they are often perceived as having 'a short fuse'. Such pupils often have few strategies available to manage threatening situations in alternative ways.

The signs and signals of emotional dysregulation are often easily observable:

- Facial Expressions - eye contact refused
 - possible dilated pupils
 - unblinking eyes
 - frowning
 - chin pushed out.
- Voice - unusually very loud or quiet
 - breathlessness
 - through clenched teeth
 - rapid speech.
- Movement - forward movements with aggressive gestures
 - can signal threat.
- Gesture - clenched fist
 - pointed finger
 - hands at face level

- repetitive hand movements.

Staff can inadvertently trigger aggression, and a conflict cycle established. This is likely to occur when staff understand the pupils' feelings but mirror their behaviour (yell back, use sarcasm etc.). Negative adult reactions inevitably escalate the conflict into a self-defeating power struggle. Such reactions usually occur when a member of staff is angry.

Coping with one's own anger, staying calm, and not projecting negative signals to pupils in distress is facilitated by:

Using the 'I' expression. Starting sentences with 'I' rather than 'you' helps to prevent us from saying unhelpful remarks to the pupil. Giving the reason for our anger and identifying the underlying emotion will model how to express our anger appropriately.

Letting off 'steam' to a colleague and if necessary taking 'time out' from the situation. Trying to give one 'thinking time', **responding rather than reacting**.

Admitting, accepting and if possible sharing that everyone has 'bad days' and 'bad moods'. **Positive modelling** of such feelings can help pupils.

Being aware of the source of the anger. **Knowing ones triggers** helps avoid responding in anger to a student trying to provoke. It helps to be aware of what is going on and therefore enables one to be better prepared to deal with it.

Avoiding **exaggeration and over involvement**. Trying to stay objective and remembering that we are the 'professional adults in the situation'.

Sticking to the issue, the rule that has been broken or the inappropriate behaviour. Not making it personal or taking it personally. Not getting into an exchange of personal insults.

Staying in control. In order to help pupils control themselves and their emotions, one must first accept and control ones feelings.

Managing Pupils' Anger

Unmanaged anger often escalates into dysregulation. It is important that staff working with students prone to anger outbursts:

- **Remain calm**
The more you take it personally the worse it will get.
Avoid power struggles.
Leave pupils a way out.
- **Acknowledge pupils' feelings**
Denying and/or trivialising emotions fuels anger.
- **Use solution style questions**
Remind pupils of past success coping with similar incidents.
- **Use time out**
Enable the pupil to withdraw and calm down.
- **Divert attention**
Use an alternative task to distract a pupil.

- **Encourage active relaxation**
Train pupils in relaxation techniques.

At the height of an anger outburst it is often not possible or appropriate to verbally communicate with the pupil. Skilled staff can play a dynamic role in enabling pupils to regain self-control.

Staff should consider:

- **Posture**
Keep hands and palms visible and unclenched.
Do not tower over a pupil, sit or at least bend down.
- **Proximity**
Be aware of personal space – do not invade.
- **Eye contact**
Excessive eye contact is challenging & confrontational therefore it is helpful to allow pupils to look away.
- **Voice tone**
Speak calmly and firmly, yet in a supportive manner, allow pupils time to answer.

REPRIMANDS.

The majority of pupil misbehaviour is either pre-empted by staff or dealt with so quickly that a casual unenlightened observer might easily fail to notice any action taken by staff.

There will be occasions when the behaviour of a pupil is unacceptable. In such instances it is vital that staff feel comfortable and confident in coping with the difficult behaviour. Whatever the intervention, it is fundamental that it is accomplished in such a manner that the respect of the individual pupil is not adulterated.

Remember it is the behaviour that is unacceptable, not the pupil.

A reprimand embodies a warning aimed at stopping misbehaviour, preventing its re-occurrence and avoiding the need for further staff intervention. Reprimands are only effective in establishing a sound working and/or caring environment if they are used sparingly. Frequent use of verbal reprimand is likely to be regarded by pupils as nagging. Repeated use of a reprimand for recurring behaviour without explaining possible consequences is ineffective. The effectiveness of a reprimand will depend on the context, but the following qualities increase the likelihood that a reprimand will be effective:-

- Correct targeting - the pupil reprimanded should be the one who instigated or engaged in the misbehaviour.
- Criticism of the behaviour not the pupil - the reprimand should emphasise disapproval of the act, not the pupil; 'When you I feel because' is more effective than 'you're nothing but a loud mouth and a nuisance'.
- Firmness - a reprimand should be clear and firm avoiding any suggestion of pleading for co-operation.

- Mutual respect - the member of staff must treat the pupil with respect in order for his/her disapproval to matter.
- Consistency - reprimands should be applied consistently.
- Additional cues - accompany the reprimand with appropriate non-verbal cues, such as eye contact, to increase the effectiveness of the exchange.
- Avoidance of idle threats - if a reprimand embodies an implied threat it must be carried out. If it cannot be carried out it should not be made.
- A quiet word - quiet and private reprimands can often be more effective than loud, public interventions.

Consequences

When a reprimand is ineffective or the misbehaviour is of a more serious nature the use of Consequences may be both necessary and desirable. The appropriate use of consequences should have a developmental impact on a pupil's skill set, to allow them in time, to deal with difficult situations more effectively; provide pupils with clear parameters regarding that which is acceptable behaviour; enable pupils to acquire their own value boundaries; and form a basis for relationships based on reciprocity of responsibility rather than power. The inappropriate use of consequences will, however, either have no effect or actually encourage the pupil to misbehave further.

The use of consequences must be very carefully considered. Consequences must be logical and applied fairly and consistently, taking account of all circumstances including the pupil's age, and within a context of positive re-enforcement of good behaviour.

Guidelines for consequences:

- All consequences should be planned and their possible outcome thought through. Any doubts should be discussed with a senior colleague.
- Any consequence should never be delivered whilst in a heightened emotional state, but rather in a calm, considered and consistent manner.
- The consequence should, if appropriate, be logical and 'fit the misdemeanour' - it should be designed to allow the pupil to make reparation for the harm they may have done. A pupil damaging a display for example could help to repair it.
- It is essential that consequences should be aimed at the misdemeanour, not at the pupil. i.e. 'Peter, keeping all the pencils to yourself is not being helpful. If you do not share ...' etc. NOT 'Peter, you really are the naughtiest boy I have ever met.'
- Where a consequence is used it should come as soon as possible after the behaviour, in order to be developmental for the child.

Permitted consequences:

Staff should not issue consequences outside this list, and normally should be prepared to undertake any supervision themselves:

- missing a break time or part of lunchtime to developmentally discuss their behaviour, or complete work
- completion of assigned work or additional work in their own time at home
- carrying out a useful task in the school, particularly in response to vandalism
- withdrawal from a particular lesson or peer group,
- confiscating possessions which are interrupting the safe and secure learning environment. Confiscation can be for a period of up to the end of the school day unless it is included the list of prohibited items included in the DfE guidance, 'Searching, Screening and Confiscation'. If a pupil possesses any of these prohibited items the

Headteacher will follow the DfE guidance which may result in notifying parents, disposal of the items or contacting the police.

- with SLT approval, being denied the privilege of taking part in activities/events that are not an essential part of the curriculum, due to logical or health and safety reasons.

Punishments that are humiliating or degrading will not be used.

Recording of Behaviour Incidents

Staff are expected to use a range of strategies to engage, support and promote positive pupil behaviour.

When a member of staff has judged that a pupil has exhibited behaviour that needs to be recorded (but is not part of a major incident), or in order to record low level disruption over an extended period of time, the staff member will complete a behaviour incident form on CPOMS, alerting the tutor, key stage leader and behaviour lead. Any incident recorded would, by nature lead to further action. This could include discussion/counselling with the pupil, restorative practice, break/lunchtime reflection, class report, contacting parent/carer.

Behaviour Incidents incorporating Bullying and Prejudice Related Incidents are recorded separately on the Durham County Council Prejudicial Incidents Form and are passed to the Head Teacher.

Restorative Approach

All staff are trained in the restorative approach to support the building of relationships and when things go wrong, support those involved to repair the harm and rebuild the relationship.

Using restorative approaches means focusing on harm that has been caused between people and how it can be repaired.

For those who have been harmed, working in this way provides opportunities:

- to express themselves
- to be listened to
- to say what needs to be done to repair what has happened.

It provides those that cause harm with an opportunity:

- to reflect on what they have done
- to see the effect that they have had on others
- to make some kind of reparation.

Restorative approaches provide opportunities to learn skills in questioning, listening, reflecting and problem-solving and to develop empathy, responsibility and emotional awareness.

A restorative approach provides a framework for repairing or re-building relationships and establishing communities where people care about and respect each other.

The 6 basic restorative questions used in the conversations are:

- What happened?
- What were you thinking?
- What were you feeling?
- Who has been affected and how?
- What needs to happen now?
- What do you need to do now?

A simplified format, supported by sign and symbol is also being worked upon in order to affect as many pupils in the school as possible.

Key Stage 2 Visual cues

For the majority of Key Stage 2 pupils their behaviour is affected successfully by using a variety of strategies as detailed in the PRACTICE-REWARDS section. However it is acknowledged that visual cues can also play a very powerful part in promoting positive behaviour. An example of this could be a traffic light system as set out below.

Traffic Light System:



All pupils in the class have their name/recognised symbol on a card with Velcro on the back. This is placed on the traffic light/barometer/other shape as appropriate for the pupil cohort.

Each day all names will be positioned in the 'green' zone. This indicates that pupils are focussed and following staff instruction. If a pupil becomes unfocussed they are given a 1st reminder/warning by the member of staff. This is to encourage pupils to re-focus on task in hand.

If a 2nd warning is required the child's name is moved to the 'orange' zone and the pupil is aware of this. Every attempt is then made to help the child focus on positive strategies to enable them to return to the green zone.

If a further warning is needed the pupil name will move to the 'red' zone and the pupil will be given time out (usually within the classroom setting) to where possible, reflect upon their behaviour, discuss their own feelings and those of others. An egg timer may be used to illustrate the length of time for reflection (dependent on special educational need). At the end of this time the pupil will re-join the activity.

Thought must be given to the specific needs of the pupils when deciding the appropriateness of such visual cues, particularly those with impaired emotional regulatory systems.

Secondary Reflection Time (SRT)

Within the secondary department it is acknowledged that, at times, despite staff best efforts, pupil behaviour may be less than satisfactory and a further level of consequence and reflection needs to be actioned.

Friday afternoon enrichment activities have been in place for several years and are greatly valued by both staff and pupils, although this is a time when Key Stage Leaders have dedicated non-teaching time and are therefore able to reflect at length with pupils that may require it.

- SRT must be approved by a member of the SLT
- SRT will be situated in a classroom staffed by a secondary Key Stage leader.
- Key Stage Leaders will monitor behavioural incidents, ensuring that they investigate with the pupil to find out what the root cause of the behaviour may be and apply

appropriate, proactive, intervention strategies and share any relevant information with staff to ensure the pupil is adequately supported to have their needs met.

- Pupils who have a significant number of behaviour incidents recorded within a week may miss their Friday enrichment activity in order to facilitate in-depth, developmental discussion with the Key Stage Leader in an attempt to find the reason for their repeated challenging behaviour and therefore agree a plan to positively move forward.
- Pupils in SRT may have work to complete if catch up is required.
- MIR's will be considered on an individual basis. SRT could be a consequence, but this will be at the discretion of the SLT.
- Parents/carers/guardians will be informed by the Key Stage Leader if their child is losing Friday afternoon enrichment activity.
- Consideration needs to be given should a pupil who has SRT be absent on the Friday.
- Pupil attendance in the SRT will be formally recorded and tracked.
- If a pupil accesses SRT in 2 consecutive weeks or 3 times in any half term, then a solution circle would be triggered.

Solution Circle

A solution circle can be requested by any member of staff who is having repeated and ongoing difficulties with a particular child or they can also be triggered by time spent by a pupil in SRT. Solutions circles will be facilitated by members of the behaviour and emotional development working party, with a minimum of 4 staff required. They are intended to get a range of views from fellow professionals and to develop proactive strategies to move forward with regarding the challenging behaviours being presented. Strategies from solution circles would then feed into engagement plans.

Engagement Plan

Engagement plans (previously behaviour management plans) are written when there is an ongoing concern regarding the behaviour of a pupil. They can only be written following the investigation into the root cause of the behaviour and are designed to address that cause. An engagement plan may be written or updated following a solution circle and is intended as a proactive way that all staff can work in a consistent manner, using common strategies, in order to best support the pupil and reduce the challenging behaviours being exhibited. Engagement plans are designed as working documents and any ongoing changes would be shared with staff and parent/carers.

Risk Assessment

On some occasions, pupils may or may not be aware of the dangers and consequences of their own behaviours. By circumstance this could compromise their safety and/or the safety of others. In such circumstances a risk assessment would be put in place that will have specific intervention at certain times of the day to ensure the safety of all staff and pupils.

Thrive Intervention

If repeated challenging behaviour is observed, the investigation into the root cause may highlight possible interruptions in the emotional development of a pupil. If this is deemed to be a possibility, then a Thrive assessment will be carried out to determine where any interruptions may be evident and an action plan put in place. This action plan would then feed into the pupils' engagement plan and additional timetabled 1:1 intervention may be appropriate from one of our licensed practitioners.

Class report

This is an internal report aimed to focus the pupil's on their own behaviour. The focus of the report is the behaviour that has caused concerns and to highlight any positive behaviour observed. Staff complete the report each lesson/breaktime commenting on the pupil's behaviour and engagement. Once sustained improvement has been achieved the pupil will cease to be on class report. Developmental conversations and an investigation into reasons for the challenging behaviour must precede this report, to allow the child to potentially access alternative strategies when the situations that have given cause for concern arise.

School report

Where there is no improvement in behaviour whilst on a class report, a 'school' report is then issued. The main difference is that parents/carers are informed and asked to sign the report each evening. At this stage, the report would need to be signed each day by either the key stage leader or member of SLT. Developmental conversations and investigation at this stage could include parents following an invitation to attend a meeting in school.

Team round the child

If all the aforementioned strategies have failed to improve behaviour, or if a pupil has been excluded and it is necessary, similar to TAF meetings, a 6 weekly meeting schedule would be implemented to potentially include the pupil, tutor, key stage leader, member of SLT, parent and PSA. The engagement plan would be reviewed and an agreement would be developed, with action points for various members of the group, particularly the pupil, to be reported back at the next meeting. The inclusion of other professionals or change of timetable may also be required at this point.

Drawing a Line in the Sand

It is absolutely essential that following any consequence, a fresh start is available for the pupil and staff look forward positively rather than reminding of or dwelling on previous events/lessons. Staff should be looking for the earliest opportunity to catch the pupil doing something good and respond appropriately with relevant praise or reward.

Ongoing CPD will be provided from a variety of sources, including additional support for any members of staff that require it.

PROCEDURES TO FOLLOW WHEN A PUPIL ABSCONDS.

These procedures are to be followed when more able pupils leave the premises without permission. If a pupil is less able, has little or no sense of danger, staff must make every effort to find the pupil as soon as possible and escort him/her back to school.

1. Report the name of the pupil to a senior member of staff after making sure that the pupil has definitely left the premises, giving details such as the time the pupil left the building, reason for the pupil leaving if known, the direction he or she was last seen taking and details of clothing last seen wearing.
2. Record the incident on a major incident form and DCC near miss accident form.
3. The senior member of staff will make the decision when to contact the police and the pupil's parents/carers (usually 5 minutes).

If the pupil returns to school, all agencies and parents must be informed immediately.

MAJOR INCIDENTS.

There is some behaviour that so severely inhibits the school's positive ethos and totally disrupts education that it is deemed a major incident. Such behaviour includes:

- physical violence to another pupil and/or adult,
- deliberate excessive damage to the building, its equipment or others possessions,
- absconding,

Such instances must be recorded on a major incident report (MIR) form as soon as possible and reported to the senior member of staff on site.

All completed major incident forms must be given to the Deputy Head Teacher or Head Teacher.

EXCLUSION.

Exclusion is the last resort in terms of trying to affect pupil behaviour. It is the ultimate signal to a pupil, parent and peers that behaviour has reached an extreme in frequency, duration or intensity.

Only the Headteacher can exclude a pupil from Durham Trinity School & Sports College.

A decision to exclude a pupil for a fixed term or permanently should be taken only:

- in response to serious breaches of the school's behaviour policy; and
- once a range of alternative strategies have been tried and failed; and
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The School will follow the guidelines issued by the LA and DfE on pupil exclusions

Fixed Term Exclusion.

The law allows the Headteacher to exclude a pupil for one or more fixed periods (including lunch times) not exceeding 45 days in any one school year.

The School and Governing Body will follow the guidance issued by the LA depending on the length or number of exclusions an individual pupil may accrue.

It is the responsibility of the school to provide full time education for any pupil given a fixed term exclusion longer than 5 days. The school will educate such a pupil within a room within school providing staff and work. This arrangement will be reviewed annually.

Permanent Exclusion.

A decision to exclude a pupil permanently is a serious one. It is a final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and failed. It is also an acknowledgement by the school that it can no longer cope with a pupil.

PARENTING CONTRACTS

The DFE has placed a requirement on all schools to have in place procedures/protocols for offering parenting contracts, to parents whose children have been excluded from school. School will utilise this strategy when a pupil has been excluded for more than 2 periods within a term.

USE OF RESTRICTIVE PHYSICAL INTERVENTION

The school has a physical intervention policy and a separate Policy and Guidance on the Use of Team Teach document. This outlines the circumstances and procedure when such a strategy would be deemed appropriate. The majority of staff are trained in Team-Teach, a system which has its focus in prevention and de-escalating of unwanted behaviours by calming, comforting and diverting the pupil in order to maintain safety and a secure learning environment. Team-Teach recognises however that there are times when it is appropriate to use a physical intervention in the best interests of the pupil.