Positive Behaviour Policy

Approved by:	Community Committee	Date: 15th March 2023
Signed by:		(Chair)
Last reviewed on:	March 2023	
Next review due by:	Spring 2024	

Section 1 – Vision and Ethos

Our school vision is "That every individual is valued and is given the greatest possible opportunity to achieve their best in a school where pupil needs are met, enabling social and academic achievement with the highest possible outcomes".

To achieve our vision, our aims are:

- To provide stimulating curriculum and pastoral support with development of academic, social and life skills.
- To integrate therapies to meet the social and emotional needs of learners.
- To foster a "can do" mind set in learners and staff.
- To provide appropriate challenge and expectation, both academically and socially to promote high achievement.

This will be achieved through the following mechanisms:

- Teaching and learning will be creative, relevant, challenging and enjoyable ensuring that everyone learns and develops.
- The curriculum will be practical, imaginative and relevant ensuring equality of opportunity for all children, and ensuring development of life skills.
- We will provide quality care that is nurturing and consistent, in a safe and secure environment, for all individuals.
- Assessment will recognise attainment and achievement, whilst providing opportunities for teaching teams, parents and children to plan the next steps in academic and personal development.
- A partnership based on our shared vision will be sought with parents, carers, governors and the community through effective communication, team work and by valuing all contributions.
- providing a safe, positive, caring and nurturing environment, where the individual is celebrated and fundamental British values are promoted.

Vision for positive behaviour

All pupils make excellent progress academically, socially and emotionally as they are regulated, engaged, safe and excited to learn. Pupils experiencing emotional, social, sensory and communication difficulties, impacting upon their ability to manage their own behaviour, are guided and nurtured by expert, highly trained and sensitive staff. Pupils access individual, personalised programmes of targeted therapeutic intervention, enabling them to succeed and achieve their aspirations.

School Ethos
The school ethos is based on using positive relationships to achieve potential.

Croft Community School has a caring and supportive environment, which aims to develop individuality, creativity and enthusiasm. We are committed to setting high standards in all aspects of school life and to encourage pupils to be responsible members of the school and of the wider community.

Procedures

The procedures arising from this policy will be developed by the Executive Head Teacher, Head of School, Deputy Head Teacher and Behaviour Lead, in consultation with the staff. The procedures will make it clear to the students how good standards of behaviour can be achieved through mutual respect and understanding of the needs of all people in our school community. The procedures will be monitored by the Executive Head Teacher, Head of School and Deputy Head, to ensure they are consistently and fairly applied, and promote the importance of responsibility in the way we can work and live alongside others.

Section 2 - Roles and Responsibilities

The Governing Body:

- Will establish, in consultation with the Executive Head Teacher, Head of School, staff and parents, a policy for the promotion of desired behaviour and keep it under review.
- It will ensure that this is communicated to pupils and parents, is non-discriminatory and the expectations are clear.
- Will support the school in maintaining high standards of desired behaviour amongst students and staff.

The Deputy Head Teacher:

- Will have overall responsibility for behaviour within the school
- Will support the behaviour team when needed

The Behaviour Manager:

- Will be responsible for the implementation and day to day management of the policy and procedures

Staff (including Teachers, and Support staff):

- Will be responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied. Mutual support amongst staff in the implementation of the policy is essential.
- Have a key role in advising the Deputy Head Teacher on the effectiveness of the policy and procedures.
- Also have responsibility (with the support of the Executive Head Teacher/Head of School) for creating a high quality learning environment, teaching positive behaviour for learning, being good role models and implementing the agreed policy and procedures consistently.
- Utilising bespoke strategies for particular pupils and groups of pupils.

Parents and Carers:

- Will be encouraged and supported to take responsibility for the behaviour of the children both inside and outside of school.
- Will be encouraged by school to work in partnership with the school to assist it in maintaining high standards of good behaviour and will be actively encouraged to raise with the school, any issues arising from the operation of the policy.

Pupils:

- Are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations.
- Will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable for all pupils.

Areas of Responsibility for Managing Behaviour:

- Class teachers are responsible for managing behaviour in their own classroom and lessons.
- TAs are supportive of the class teacher in the management of pupils.
- All staff have a responsibility to monitor and manage behaviour in other areas of school, i.e. in corridors, the hall, the yard etc.
- Sanctions applied should be agreed by staff and SLT.
- If a child removes themselves from a classroom, the Teaching Assistant in the class should attempt to re-engage him/her in the lesson. The Teaching Assistant should keep visual sight of the pupil in order to ensure his/her safety.
- If a pupil leaves the building or the school grounds, a member of SLT should be informed immediately.

The Executive Head Teacher, Head of School and Deputy Head Teacher, with the staff, will ensure that the policy is applied fairly, consistently, and shows understanding of the diverse nature of our learners. They will also ensure that the concerns of the pupils are respected and that any appropriate action that is required in response to these concerns will be taken.

Section 3 - The Bridge

'The Bridge' is a Learning Support Base, designed to provide individual, specific proactive and positive therapeutic interventions to pupils in order to meet their social, emotional and mental health needs.

Purpose of The Bridge

To provide pupils with:

- Access to specialist staff that have undertaken specific training in the behaviour management of pupils with complex SEND.
- Access to specialist staff that are trained to recognise a range of sensory, communication, social and emotional factors impacting on behaviour.

- Individual intervention programmes for use both discretely in The Bridge and throughout the day by teachers and other support staff.
- A safe, calm and supportive environment specialising in providing pupils with strategies in order to self-regulate their emotions
- A range of individual and group therapeutic strategies with a focus on factors that impact on maintaining positive behaviour.

Key staff:

- The Deputy Head Teacher has overall strategic oversight of The Bridge and behaviour management.
- The Behaviour manager will oversee the running of The Bridge on a day to day basis.
- The Bridge Teaching Assistant will be responsible for timetabling groups and individuals into The Bridge and delivering intervention

Therapeutic Intervention

At Croft Community School, we believe that good quality therapeutic intervention is key to helping pupils to self-regulate and manage difficult emotions. Pupils are given a wide diet of targeted intervention in order for them to achieve their best, academically.

Therapeutic intervention at Croft includes:

- Counselling
- Rebound Therapy
- Lego Therapy
- Circuits
- Sensory room
- Listening Matters

Targeted intervention may include:

- Anger management
- Attendance support
- Emotional Literacy
- Bullying support (including racist and homophobic)
- Anxiety Support
- Mental Health support (including self-harm)
- E safety/online safety (including sexting and the safe use of devices and social media)
- Drugs and alcohol awareness
- Smoking cessation
- Sex education
- Conflict Resolution
- Life skills/Independent living

The Bridge may work with other agencies such as CAMHS and the School Nursing Team in order to identify pupils in need of intervention and to identify the correct intervention for those pupils.

Bridge staff may be required to attend meetings to discuss the progress of individual pupils.

Section 4 - Attendance

The Deputy Head Teacher has overall responsibility for attendance in school.

- It is essential that, in order to maintain positive behaviour and engagement within school, that pupils attend regularly.
- In the case that a pupil's attendance falls below 90%, this is monitored by the attendance officer and SLT
- The Bridge may be used as a link between home and school for pupils who are experiencing extreme anxiety relating to attending school
- Bridge staff may make home visits in order to assist pupils and parents with attendance
- Bridge staff may be asked to work with the Attendance Improvement officer, Phil Cox, in order to assist with improved attendance for individual pupils.

Section 5 - Recording and reporting

The recording of incidents is important in the monitoring and development of strategies for dealing with inappropriate behaviour. Patterns of behaviour can be detected through recording and could be prevented from escalating by early intervention.

Good communication between class staff, the pupil, parents and SLT is key to promoting good behaviour. All incidents/concerns regarding individual behaviour can be discussed with SLT or the manager of 'The Bridge'.

All incidents of negative behaviour and all physical intervention are recorded on the school's online system, 'Behaviour Watch'. All staff have individual access to this system and it is expected that all staff record all incidents that they are involved in. This system is used to monitor behaviour for groups of pupils, individual pupils and the whole school. This data is monitored by SLT and the Governors.

Class Dojo is the new positive reward system which is logged and accessible by all staff. Dojo's are monitored and used to inform end of term rewards.

The Deputy Head Teacher is responsible for training staff and managing the online system for Behaviour Watch and Behaviour Lead is responsible for Class Dojo.

All incidents of Physical Intervention are recorded additionally in the Bound and Numbered Book, which is kept in the main office in reception. The Bound and Numbered Book is monitored by the Health and Safety Officer
The Health and Safety Officer is responsible for reporting all major incidents to Durham Local Authority Health and Safety Team at County Hall.

Risk assessments

- All pupils at Croft Community School have an individual pupil risk assessment.
- The form tutor is responsible for writing and updating the risk assessment.
- The risk assessment will be updated following an incident by the form tutor.
- All teachers and support staff are responsible for reading and understanding risk assessments for all of the pupils they teach.
- Risk Assessments are available to read on the staff shared area.
- The Health and Safety Officer monitors risk assessments and is responsible for ensuring that the most recent risk assessment is uploaded onto the staff shared area.

My Plans / Positive Handling Plans (PHP)

- All pupils at Croft Community School have an individual My Plan which will include PHP.
- The pastoral tutor is responsible for writing and updating the My Plan and PHP.
- The risk assessment will detail any known behaviours, triggers and key strategies to use.
- All teachers and support staff are responsible for reading and understanding risk assessments for all of the pupils they teach.
- My Plans & PHP's are available to read on the staff shared area.
- My Plans and PHP's are reviewed on a termly basis and updated and shared with all staff.

Recognising Achievement and Positive Behaviour

### Section 6 - Pupil expectations:

- Right Place, Right Time
- Respect the Needs of Others
- Follow Staff Requests
- Speak Positively
- Be Ready to Learn and Try Your Best

The school ethos encourages the promotion of good, positive behaviour and achievement. Recognising these achievements is an important aspect of school life. The way in which we recognise these achievements plays a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others, is valued. We use:

- Class Dojos
- Verbal praise
- Stickers or stamps
- Head Teacher's stickers
- Recognition in school assembly
- Pupil of the Week certificate
- Letter home to parents

- Phone call home to parents
- Bespoke class reward systems
- Individual reward strategies and systems.
- Reward trip

Pupils are rewarded for good behaviour, academic achievement, social interactions, personalised targets, whole school contributions and will receive a Class Dojo which is connected to pupil's parent's/carers electronic devices. Parents/carers are notified when a Dojo has been awarded, the reason it has been rewarded and which member of staff awarded that Dojo.
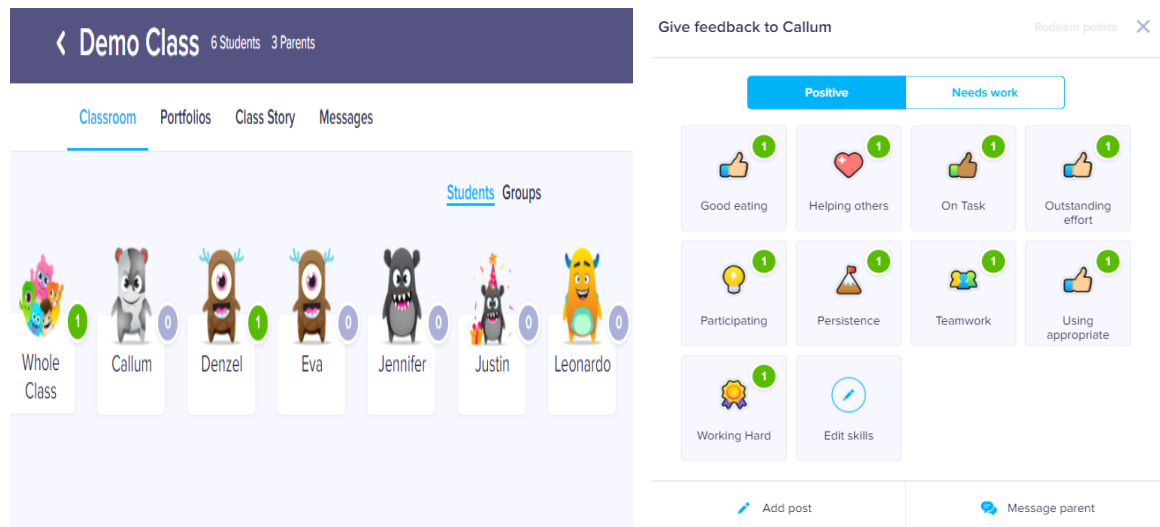
Every pupil has the option to create and design their own individualised Class Dojo Monster.

Dojos are collected and counted up at the end of term for pupils to 'buy' rewards of their choice.

Rewards trips may include:

- Battle zone, Jump 360, Haven point swimming baths, Wheelbirks, Messy play, Metro Centre, Dynamix skate park, McDonalds, Football, Summer fayre with rides, ice skating, visiting Santa, bowling.

Section 7 – The Behaviour Support Unit (BSU)

All behaviour should be managed proactively and positively at all times. Occasionally it will be necessary to employ consequences for negative behaviour. The BSU is managed on a day to day basis by the behaviour manager and a teaching assistant.

The consequences of negative behaviour are dependent upon the seriousness of the incident.

Consequences for Inappropriate Behaviour:

- All behaviour should be managed proactively and positively at all times.
- Occasionally it will be necessary to employ consequences for negative behaviour.
- 3 warnings should be given to a pupil for their behaviour before a slip is issued.
- Pupils should know and understand consequences. Unexpected consequences should not be given.
- Consequences should be in keeping with the seriousness of the negative behaviour and any antecedent information.
- Consequences should always be managed by class staff in the first instance.
- Disapproval is always of the behaviour and never the child.

Blue and yellow slips *Consequence Slips* (Secondary Department only)

A blue slip may be issued for a minor incident.
Consequence slips have minor incidents and major incidents on the back.

This may include:

- Disrupting the learning of others
- Teasing and name calling
- Not following instructions
- Refusing to get rid of chewing gum
- Swearing at peers
- Incorrect uniform / refusing to remove coat

1 blue slip – 15-minute break time detention.
2 blue slips – 1st 20-minute lunch time detention.
3 blue slips – 2nd 20-minute lunchtime detention.
4 blue slips – After school detention.

For a more serious incident, a consequence slip is completed on the 'major incident' side and may be issued. A consequence slip 'major incident' is equivalent to an internal exclusion and will require the pupil to work in the BSU for 1 session or more under the supervision of the staff in the BSU.

Major incidents may include:
- Persistent Bullying
- Any behaviour which is aggressive, violent or results in personal or property damage
- Spitting
- Racist/homophobic incidents
- Stealing
- Absconding from school

The BSU staff will determine how many sessions a pupil requires in the BSU on an individual basis.

Consequences in Primary:

Class Staff:
- Moving seat
- Proximity of Staff
- Time out in the classroom
- Missing 5 minutes of break time
- Change of tone of voice or facial expression
- Phone call home
- Work missed to be sent home

If a pupil continues to display negative behaviour, parents/carers may be called into school for a meeting so that they can have input regarding how best to manage the behaviour.
Extra support may be offered to the family depending on the situation. This may be a referral to CAMHS, school nursing team, or Social care (in the form of an early help assessment). Parents and school may wish to set up a Team Around the Family (TAF) meeting in order how best to support the family.

Other agencies that may be called upon for support are:

- Behaviour Support Service
- CAMHS
- Youth Inclusion Project
- Educational Psychologist
- Social Services
- School Nurse
- Education Welfare Service
- Improving Progressions Team
- Educational Health Needs Team
- Local Authority Support Teams: Behaviour, ASC, EWEL

Croft works closely with the community police and school and parents may agree for the police to undertake some restorative and intervention work with groups or individuals.

Exclusion

Very occasionally it may be deemed necessary to impose a fixed-term exclusion. This decision is a last resort and should only be made by the Executive Head Teacher/Head of School, or in their absence, the Deputy Head Teacher.

Following a fixed-term exclusion, parents will bring pupils into school for a re-integration meeting with a member of SLT and class staff to form a behaviour plan and set targets.

In very rare circumstances it may be necessary to permanently exclude a pupil. This will be decided by the Executive Head Teacher/Head of School.

Section 9 – Physical Intervention and Team Teach

Use of Restrictive Physical Intervention

The School and Governors believe that in order to enable teaching and learning to take place, positive behaviour in all aspects of school life is necessary. It seeks to create an inclusive, caring, learning environment in the school by:

- Promoting a positive climate in which all staff have a responsibility to model desirable standards of behaviour, show respect to those in their care and contribute to the overall ethos of the school.
- Providing all pupils with secure, stable relationships within a dependable, predictable environment whose structure, rhythm and routine, help the development of self-discipline and self-control.
- Having and maintaining, high expectations of behaviour, which will reflect pupils understanding and ability.
- Encouraging an awareness in staff and pupils of the individual needs and difficulties of others, which can contribute to some types of behaviour.
- Providing consistent management and use of strategies throughout the school.
- Providing structures which minimise and discourage undesirable behaviour while encouraging, recognising and rewarding the positive.
- Having in place a set of guidelines, rewards and sanctions, that reflect the diversity of a pupils needs and that are flexible enough to accommodate a wide range of possible behaviours.
- To ensure that pupils are aware of the systems that are in place, why they are there, and in which situations they could be used.
- To be aware that some behaviours may be so extreme that they require physical intervention; this should be planned and carried out using strict guidelines, and by staff that have taken part in the appropriate training. Restraining a child would always be a last resort and should be done with care and for as short a time as possible. Where restrictive physical intervention becomes necessary and is recognised in a pupil's behaviour management plan, then this will require much closer monitoring and recording.
- At Croft Community School, 'Team Teach' is the method used for Physical Intervention. It is expected that all Teaching and Support staff are trained to use Team Teach where possible.
- New staff are trained as soon as possible
- Physical intervention could take place when:

1) There is a serious risk of injury to pupils or staff, from another pupil or the risk of them injuring themselves
2) There is a serious risk of damage to property
3) There is a serious risk of pupils taking themselves out of the control of staff, which may affect their safety or welfare
4) To stop behaviour which is prejudicial to the safe and secure learning environment

- The school will follow the LA guidelines on the use of restrictive physical interventions
- Only staff who have had appropriate training should be involved in using physical restraint
- The Team Teach trainer at Croft is responsible for ensuring that all teachers and support staff using Team Teach feel confident and highly skilled to do so
- The Team Teach trainer is responsible for regular training and drop in sessions for all staff to access

Team Teach training focusses primarily on the powers of de-escalation.

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, for a minority of our pupils, temporary losses of control. In many cases our young people's challenging behaviour is a means of communicating anxiety, distress or discomfort.

Most experienced staff know in what situations and under what circumstances a student's behaviour is likely to become a management problem. Inevitably, however, staff have different thresholds and tolerances. The management of pupils should follow school procedures or individual behaviour management plans.

Staff interactions with pupils are crucial to limiting the frequency, duration and intensity of challenging behaviours and to promoting behavioural growth in pupils
The de-escalation techniques focus upon:

- Group control
- Attitude and approach
- Non-verbal behaviour
- Verbal behaviour

For each factor there are ten staff de-escalating behaviours described and ten inflammatory behaviours. The lists are neither exclusive nor prescriptive. The lists are however, an indicator of the dynamic influence staff behaviour is upon pupils' behaviour.

At Croft School we have a number of learners on the Autistic Spectrum. The following lists of suggested behaviours must be considered within this context and adapted to meet the needs of individuals

Group Control - Do's and Don'ts

Do:
- 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 group to its task with as little delay as possible.
- Clearly communicate the expected task which must be relevant to the ability and interest levels of the pupils.
- Give plenty of time to allow child to assimilate the information and check that you have been understood.
- Try to be clear and decisive.
- Address and resolve situations don't let them drag on or escalate without attention.
- Be alert to what is going on and ensure that your attention is distributed across the group.
- Relate to all the pupils in the group by verbal exchange and social reinforces, such as eye contact and nodding.
- Make use of the pupils' management plans already in school.
- Be consistent.
- Ensure that any changes to the usual routine are described.
- Have appropriate expectations

Don't
- Be unclear and hurried in speech and actions
- Overreact.
- Issue complicated instructions.
- Provoke, ridicule or use sarcasm
- Show favouritism
- Be inconsistent
- Belittle effort or endeavour

Attitude and Approach - Do's and Don'ts

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 if at all possible.

- Be clear and firm about boundaries
- Show a non-biased nature.
- Be prepared to listen.
- Know when the situation is in stalemate, don't create a win/lose situation without it being a calculated decision.
- 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.
- Use a range of communication techniques appropriate to the needs and development of the pupil

Don't
- Be fooled into thinking you should always be able to deal with any situation.
- Expect colleagues to do without your support.
- Be insensitive.
- Be unfair or hostile.
- Use high status intervention where low status will suffice.
- Don't emphasise the situation out of all proportion.
- Allow yourself to be wound up.
- Carry on even when you know you are wrong.
- Restart the argument or incident once calm has been achieved.
- Use unnecessary peer group pressure.

Non-verbal Behaviour – Do's and Don'ts

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 signals from within the group of 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 which you give out by your body position and posture.
- Try to sit down.
- Nod your head to indicate attentiveness.
- Smile to show agreement.
- 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.

- Use physical contact as reassurance.
- Seek signals that your message has been correctly received.
- Be aware that young people with ASC may not understand non-verbal behaviour and may be uncomfortable with eye contact, may dislike physical contact.

Don't
- Invade personal space.
- Use staring threatening eye contact.
- Stand over pupils in a threatening manner.
- Appear to lack confidence.
- Appear tense.
- Be oblivious to signals within the environment
- Appear intimidated
- Remain static
- Use inappropriate physical contact with pupils.

Verbal Behaviour - Do's and Don'ts

Verbal communication is the most 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 student that it is accurate.
- Present facts or issues which may not be known to the student.
- Use personalisation and former relationship factors.
- Put the onus on the student to resolve the situation, pointing out consequences, offering choices, and offering alternatives. Allow the student an 'escape route'.
- Use the word 'we' in discussion and explain that the solution can be a 'together' solution.
- Offer "If I were you ..... but it's up to you" scenarios, if appropriate.
- Identify the options with the student.

Don't

- Put the student in a position of no escape.
- Use destructive criticism.

- Remind the student of previous situations s/he would prefer to forget.
- Use personal details of a student in front of the group.
- Suggest unrealistic consequences.
- Make insensitive remarks.
- Lose your temper.
- Use "You will" statements.
- Get involved in "You did - no I didn't" arguments.
- Argue with adults present.

Anger Management

Of the different kinds of aggression which have been identified, the ones which most obviously relate to pupils at Croft are:

- Fear induced aggression - a response to a threat or perceived threat.
- Irritable aggression - elicited by frustration or pain.
- Inter male aggression - often exacerbated where a population is predominantly male, and linked to territorial defence.
- Territorial defence - this relates to aggression which can be evident when males invade each other's territory.

For a minority of pupils, aggression can be as a result of a student not having another efficient system of communication and may indicate anxiety, pain or distress. Pupils with emotional and/or behavioural difficulties 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 also often have few strategies available to manage threatening situations in alternative ways. The potential for frustration induced aggression is also clear particularly in the classroom situation and where learning difficulties are also an issue. The potential for inter-male territorial aggression within a predominantly male setting is obvious, particularly given the often poor social skills of our pupils where personal space etc. is not considered.

The signs, signals of aggressive behaviour are easily observable.

Facial expressions	Eye contact refused
	Possible dilated pupils
	Unblinking eyes
	Eyebrows raised
	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

Aggression can inadvertently be triggered by staff, and a conflict cycle established. This is likely to occur when staff understand the pupils' feelings but mirror their behaviour (shout back, use sarcasm etc.). Negative adult reactions inevitably escalate the conflict into a self-defeating power struggle. Such reactions usually occur when the 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:

Use the "I" expression. Starting sentences with "I" rather than "you" helps to prevent us from saying unhelpful remarks to the student. 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 oneself "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 one's 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 better prepare to deal with it.

Avoiding exaggeration and over involvement. Trying to stay objective and remembering that we are the "adults-in charge".

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 then control one's feelings.

In a crisis situation, non-verbal and verbal de-escalation techniques should occur 95% of the time and physical intervention only 5% of the time.

Managing Pupils' Anger

Unmanaged anger often escalates into aggression. It is important that staff working with pupils 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

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

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 type questions -   remind pupils of how they have successfully coped
with similar incidents.

Use time out   -   enable the student to withdraw and calm down

Divert attention   -   use a task to distract a student into a different
activity

Encourage active relaxation -   make sure anger prone pupils are trained in
relaxation   techniques.

At the height of an anger outburst it is often not possible or appropriate to verbally communicate with the student. Skilled staff can still 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
              student, sit or at least bend down.
Proximity   Remember circle of danger training
Eye contact   Excessive eye contact is challenging & confrontational, allow pupils to
              look away.
Voice tone   Speak calmly but firmly, allow pupils time to answer.

Friendship Groups/Lego Therapy/Relax Kids

In school we have a range of therapeutic interventions available. These can be responsive following an incident or a proactive support programme designed to support individual pupils to manage emotions, self-regulate and communicate more effectively.

Power to search

The Education Act 2011 gives powers to schools to search pupil should there be a reasonable suspicion that an individual has, in their possession, an item prohibited by the school rules, or an item prohibited by Law. Such items may be seized by the school and retained, disposed of, or returned. Items which are carried in breach of the law, such as knives or blades, may be handed to the Police for further action.
In addition to the items specifically prohibited by the school rules (matches, lighters, energy drinks mobile 'phones and jewellery) the Law gives the school the power to search for the following prohibited items:

- Alcohol
- An electronic device (Education Act 2011)
- Knives and weapons
- Fireworks
- Controlled drugs
- Pornographic images
- Tobacco and cigarette papers
- Stolen articles
- Articles that have been, or are likely to be, used to commit an offence, cause personal injury or damage to property. School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

N.B. Force cannot be used to search for items banned under the school rules.

With regard to electronic devices, the person who seizes the device may examine any data or files on the device, if that person thinks there is good reason to do so. Following an examination, a decision may be made to erase any data or files from the device if it is thought that there is good reason to do so.

Power to restrain
The Education Act 2011 also re-affirms the power of school staff to restrain pupils when it is in the best interests of the pupil. Members of staff have the power to use reasonable force to:

- Prevent a pupil from committing an offence.
- Prevent a pupil from injuring themselves or others.

- Prevent a pupil from damaging property, including their own.
- Maintain good order and discipline in the school.

All teaching staff at Croft Community School are trained in Team-Teach, a system which has its focus in de-escalating 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 child. All restraints are reported in writing, the reports are kept on file for the statutory minimum time. Because staff may not always write RPI reports in technical language, support is offered to enable their reflection and reporting of each incident.

Alternative Provision

Occasionally it may be decided, by SLT and other professionals working with a pupil, that their needs could be better met by accessing offsite alternative provision for all or part of their week. This would be decided on an individual basis

This policy to be read alongside:

- Policy for RPI
- Policy for 'The Bridge'
- Attendance Policy
- Safeguarding Policy
- Exclusions Policy