

Stepping Stones (Short Stay) School

Policy for promoting positive behaviour and the consistent management of pupil behaviour at Stepping Stones School September 2019 – September 2020



This policy has been devised around the needs of the children at Stepping Stones (Short Stay) School. It is a policy that must be adhered to by all staff. Consistency of approach is crucial in supporting each child's development.

This is an attachment aware policy to aid children's understanding of how to regulate and manage their responses to the complexities of the world around them.

This policy has been created using guidance from DFE and LCC

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Shared with staff and consulted on September 2019



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Section 1 - Background

This policy has been devised taking account of updated DFE guidance related to behaviour and discipline in schools.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

These include:

- Behaviour and Discipline in Schools Advice for Headteachers and Staff January 2016
- Ensuring good behaviour in school;
- Guidance for Headteachers and school staff on behaviour and discipline;
- Guidance for Governing Bodies on behaviour and discipline:
 - Use of Reasonable Force (2013);
 - Screening, Searching and Confiscation;
 - Preventing and Tackling Bullying
- Statutory Guidance and Regulations on Exclusion;
- Dealing with Allegations of Abuse against teachers and other staff.
- Positive Environments where children can flourish (Ofsted March 2018)
- Keeping Children Safe in Education (2018).
- Reducing the Need for Restraint and Restrictive Intervention (2019)

We use the term ‘must’ when the person in question is legally required to do something and ‘should’ when advice is being offered.

This policy takes into account the school’s previous policy for positive behaviour management and the guidance from DFE (Department for Education) and LCC (Lancashire County Council).

This policy is not a standalone policy and should be read in conjunction with other policies / appendices including...

- Positive Handling Policy
- Child Protection Policy
- Whistle Blowing Policy
- Attendance Policy
- Anti-bullying Policy
- Single Equality Policy
- SEN policy
- Health and Safety policy
- Teaching and Learning policy
- The teaching of positive mental health strategy 2019 inc Self regulation curriculum

Section 2 – Our Aims

All the children who attend Stepping Stones have significant social, emotional and mental health difficulties which result in them displaying challenging and complex behaviour. Their challenging behaviour is displayed secondary to their primary needs of additional

educational needs including ADHD, Autism, Cognitive difficulties, Speech and Language difficulties and ACE (Adverse childhood experiences / Early Childhood trauma).

Regardless of the additional needs we have high expectations for a pupil's behaviour and we promote good behaviour through the teaching of self regulation, teaching of values and rules and the consistent application of a positive behaviour policy. Our curriculum has been devised with the children at the centre and it is heavily focuses on teaching values education, personal social and emotional development and British Values. We ensure that at all times within our school that our children's mental health is supported and that also this policy supports the schools 'Attachment Aware' philosophies.

Regardless of the children's difficulties we strive to ensure behaviour is of a high standard and expect consistency of approach by every single staff member. We expect parents and carers to work in collaboration and be supportive of school to ensure all children educated at Stepping Stones become confident, tolerant, kind, respectful children who have the key skills in order to thrive and become responsible citizens. We aim to create an ethos and atmosphere in which children can develop feelings of self-worth, resilience, self-confidence and a mutual respect and empathy for others.

Mission Statement

Inspiring the present, Creating the future

Stepping Stones is a welcoming place where children come first. Children learn in a happy, safe school where values are at the heart of everything we do.

RESPECT – KINDNESS-TOLERANCE- TRUST

- We provide an Outstanding education academically and emotionally.
- Children know they are valued and safe.
- Our curriculum enthuses, engages, stimulates and encourages a love of learning.
- Children explore and investigate to develop inquisitive minds.
- Our staff find and nurture each child's strengths.
- Staff teach children to approach challenges and develop resilience.
- Our inclusivity develops the unique qualities of every child.
- Staff empower children to believe in themselves to achieve their full potential.

Through consistency of approach and high expectations all our pupils make exceptional progress academically, socially, emotionally and behaviourally.

Classroom Management and Daily Whole School Practices **Section 3**

3.1 Expectations of Pupils

We expect pupils to follow the 3 school rules.

- **Be safe at all times**
- **Be respectful to everyone and the school**
- **Complete all learning to a high standard**

Systems are in place to ensure every child has the right to learn and to learn in an environment where they feel safe, secure and supported.

The school has a consistent system to promote positive behaviour and to manage pupils demonstrating inappropriate challenging behaviour. The result of this is to ensure pupils become responsible, respectful individuals who understand acceptable behaviour.

3.2 STAFF EXPECTATIONS

In line with nurture principles, attachment principles, Paul Dix approach and the emotional self-regulation curriculum we expect all staff to...

- **Be positive**
- **To teach children about their emotions and acceptable behavioural responses.**
- **To be a positive role model – modelling respect, dignity, high expectations.**
- **De-escalate, de-fuse yet challenge unacceptable behaviour.**
- **Be nurturing, fair but be able to be firm when needed.**
- **To stick to the school behaviour scripts (Behaviour Blue Print and 5 step model for self regulation)**
- **To be consistent**
- **To be self-regulated and in control of their own emotions prior to supporting children in emotional mayhem.**
- **To know each child, have a connection, relationship and know their individual behaviour support plans.**

Physical Intervention is never used to manage or control a pupil's behaviour. It is the last resort and only used where a child is at risk of injuring self, others or damaging property. (See use of reasonable force)

3.3. Parental expectations

We expect our parents to support the school, trust the school staff and work with the school to ensure the best outcomes for their child. This is reflected in the Parental Agreement. (APPENDIX A)

3.4 Whole School Systems and Strategies to maintain high standards of behaviour.

In order to maintain high standards of behaviour all staff must...

- Deliver values education to all pupils and be a values based educator.
- Use the points system fairly and consistently.
- Deliver the Self-Regulation / Emotional Well Being curriculum including the use of Zone of Regulation / Conscious Discipline Curriculum to children to ensure they learn about emotional regulation and managing their impulsivity.
- Develop effective staff/ pupil relationships.
- **Consistently** use the 'positive points system' and 'bonus point' system to promote good behaviour.
- Praise, support and encourage pupils. (Using the behaviour blue print, descriptive commenting, behaviour commentaries, positive people, relax time, stickers etc)
- Engage in a careful balance of both nurture and challenge to support those troubled pupils into learned security.
- Use SEAL (social, emotional aspects to learning) in PSHCE and Circle Time.
- Provide highly structured lessons, which motivate and engage pupils in learning.
- Teach, reinforce and promote values based education.
- Ensure learning is differentiated and meets the individual pupil's needs.
- Set half termly IEP / targets that are SMART (specific, measurable, achievable, realistic, time) these should include a social, emotional and behavioural target.
- Set Individual Behaviour Plans (IBP's) with pupils / parents/ carers and other agencies.
- Plan and teach social skills directly and indirectly throughout the school day.
- Organise classrooms ensuring they are effective working environments and use seating plans where needed.
- Organise a child's curriculum according to their needs including nurture time / chill activities where appropriate.
- Ensure provision outlined on a Thrive assessment is in place and carried out according to the Plan.
- Ensure pupils' social and emotional needs are effectively met through implementing strategies suggested by other professionals (Educational Psychologists etc) and the use of social stories, visual timetables, intervention programmes etc.
- **Consistently ensure routines and structures are fully being proactive, calm and by being organised in order to ensure pupils days run smoothly.**

All adults working in school should know that **no** child chooses to behave in inappropriate ways. Behaviour is a way of communicating the way they are feeling or a response to a situation. Our role is to educate the child, ensure they make progress and reduce the behaviour over time. Through the implementation of effective strategies to **prevent poor behaviour we are equipping the child to deal with their feelings and situations**. Staff at Stepping Stones must always be one step ahead. If a child persistently displays an aspect of challenging behaviour the staff must put alternative strategies in place to re-engage the pupil with learning and prevent/ reduce the behaviour in which they are displaying. It is at this point in which a Thrive Assessment may be put in place (parental permission required).

Entry Procedures

Pupils entering Stepping Stones through reasons other than permanent exclusion:

On admission to the school the SLT will request information from the mainstream school regarding a pupil's behaviour and what strategies were in place whilst attending mainstream school. This is the pre-admission document.

This information may also come through the Outreach Support Team (OST), in cases where OST have been involved with supporting the school.

The Pupil Pathway Manager at Stepping Stones will then engage with parents/carers to establish the starting point of the child, compiling a fact file (see appendix K) indicating any early traumas, stresses, triggers or any strategies that support the child. This will hopefully be prior to the child starting, in order to make the transition for everyone involved as smooth as possible.

An Admission Meeting will then take place at Stepping Stones, where procedures and protocols; school policies etc, are read, explained and agreed with the parent(s)/ carer(s) and mainstream school. An SLT member is required to attend from the mainstream school.

In some cases, parents may wish to request a non-prejudicial visit, prior to the Admission Meeting.

A pupil and family will then be given an Entry date, following completion of transport arrangements, and associated documents. A phased integration may also be beneficial, depending on a pupil's circumstances and needs.

The above system mirrors that for a permanently excluded pupil, without the attendance of the mainstream school at the Admission Meeting.

Most pupils have a settled period before displaying complex and challenging behaviours that would require systems of time out or positive planned handling. **If positive handling is taking place daily as part of managing the challenging behaviour and keeping the child / others safe, then a positive handling plan should be in place and agreed with parents.** At Stepping Stones we ensure each child has a positive behaviour management plan which addresses physical handling within 2 weeks of their start date. (Appendix J) It is the responsibility of the class teacher to begin writing this, using all records (Daily behaviour sheets, any safe place sheets, serious Incidents and Restrictive Physical Intervention reports etc.) to inform the plan and to reduce the amount of physical handling. See Positive Handling Policy and Appendix J.

If a child displays extreme behaviours within the first two it may be necessary to put these documents into place sooner. It may be required to review the child's curriculum and inform the LA / Inclusion Officers etc. This should be done through discussions with the Headteacher. It may be that additional support from the Local Authority could be offered or an alternative curriculum may be put in place as a temporary measure.

Similarly if a child requires no physical handling the management plan will clearly state this but it would suggest strategies for all staff to use in order to support the child.

There may be times where physical intervention is required as an emergency response. (Child is putting self or others in danger) This would be documented as a serious incident / RPI. If physical intervention was used as an emergency response the positive handling plan would be modified to reflect the change in the child's behaviour.

Pupils, parents, carers and other agencies will contribute to the risk assessments and risk management plans through review meetings.

They will be reviewed, evaluated and amended on a termly basis or earlier if required.

Risk Assessments and Risk Management Plans will be sent to necessary professionals and agencies as required to outline the level of need and support which needs to be in place for future provision. (Working together with the parent and gaining consent)

4. Curriculum and Points System

Systems for Positive Behaviour

Points System – See Appendix D – for full overview of The Daily Points and Bonus Points system.

A system is in place where the children earn up to 12 points for each session. These are for the following areas

Safety = up to 3 points

Respect = up to 3 points

Completing Learning to a high standard = up to 3 points

Target = up to 3 points.

The way in which the points are earned are

1 POINT FOR LESS THAN 50 % OF THE TIME. (Some)

2 POINT FOR 50-90% OF THE TIME (MOST)

3 POINT FOR 90-100% OF THE TIME (MAJORITY)

If a child receives between 10 - 12 points then they will earn their full reward time, as long as all learning is completed to a high standard.

If a child receives 7-9 points then only 75% of the reward time can be given e.g. 12.5 minutes. Again this is only if learning has been completed.

If a child receives 4-6 points then only 50% of the reward time can be given e.g. 7.5 minutes again only if learning has been completed.

If a child receives less than 4 points in a session then only up to 25% 0-3 minutes can be earned again only if learning has been completed.

After each session any unfinished work should be moved to the unfinished work tray to be completed later in the week. Learning does not go away!

There are up to 4 reward breaks to be earned throughout the day. 2 reward breaks will be outdoor activities and 2 reward breaks will be indoor activities. A programme of reward breaks will be in place in each class and cover a range of developmental and social skills.

The maximum points a child can earn is 100 per day. Parents are informed of their child's point score daily.

Curriculum

At Stepping Stones we know that in order to make positive behavioural choices children need to have the skills to be able to self regulate and be emotionally aware.

This needs all staff to plan teachable moments and use challenging moments as teachable opportunities. Through values education, PSHCE, emotional well being, self regulation curriculum, pupil meeting and the use of restorative approaches we promote pupil's positive behavioural responses to daily challenges.

We have therefore implemented a whole school policy for the teaching of positive mental health and self-regulation throughout the school.

During academic year 2015-2016 the school introduced a programme in each class used to teach emotional regulation. This programme is called "The Zones of Regulation". The curriculum focuses on teaching children to understand their emotions, triggers and strategies to manage their emotions. It is broken down into four areas. In 2019 we are building on this foundation by utilising a wide range of materials / curriculum teaching opportunities that support children developing improved emotional well being and self regulation.

We refer to pupil emotions using the following

Blue Zone: Your body is running slow for example when you are feeling tired, ill or bored.

Green Zone: Like a green light your body is good to go. You are happy, ok and ready for learning.

Yellow Zone: This Zone describes when you are about to lose control. You may be anxious, excited, worried, silly, frustrated or surprised. At this stage you need to use your tools / strategies and support to help return back to Green Zone.

Red Zone: This zone describes and relates to extreme emotions such as anger, terror and aggression. Your body and feelings become out of control and you struggle to make good decisions or choices.

All of the programmes / positive mental health curriculum is heavily linked to the behaviour policy and practice of each staff member across school.

Every staff member should be up to date with the language and curriculum in order to teach the children about their emotions, de-escalate situations using language and lessons taught on The Zones and in the Conscious Discipline approach; and link time out to how a child is feeling and their individual needs.

5. USE OF SAFE PLACE AND REGULATION STATIONS AROUND SCHOOL

We recognise that our children may exhibit behaviours which reflect a hyper or hypo state and that the behaviour(s) come from a place of fear, stress, low self-esteem or dysregulation. Our curriculum and teaching promotes children to **self withdraw** to a

'SAFE PLACE / REGULATION STATION' We aim to teach our children to go to these places when things are getting difficult as a coping strategy and not to be opting out of learning.

Each SAFE PLACE / REGULATION STATION has a set format and staff have to stick to the script and coaching model to use this as a teaching opportunity. TIME IN / USE OF SAFE PLACES ARE NOT PUNISHMENTS! They are ways to begin to support the child regain control of their emotions and behavioural responses. This approach builds the neuro pathways and enables the child to begin to learn to self-regulate resulting in an emotionally aware child that has improved resilience and lifelong coping skills.

THE 5 STEPS TO SELF REGULATION (Conscious Discipline Model)

STEP 1	I am	TRIGGERED / DYSREGULATED / BOTHERED / UPSET / HURT	Children need to be taught to self-withdraw to a safe place. Removing themselves from the trigger to go through the programme to regain control
STEP 2	I Calm	Create a Pause Breathing tool, relax kids, sensory activity (e.g. pushing wall, movement in agreed space)	Sensory programme to bring the body back to a regulated state. What sensations are you feeling? (Thrive)
STEP 3	I Feel	Name the feeling, describe the feeling and body reaction.	DNA Describe Name Act it out
STEP 4	I Choose	Choose a calming activity to regain control before returning to class	Support the child to accept this feeling and change the mind set of the feeling – flip the narrative negative to positive. Changing the feeling from red/ yellow to green through a calming activity.
STEP 5	I Solve	Coach the child to deal with that trigger in a different way next time Solution time Restorative approach time.	5 areas 1 – conflict resolution 2- accepting responsibility and responding to feelings 3- learning a new skill 4- restructuring the environment for success 5 – establish better connections

We encourage self-regulation through time out in different forms;

- 1) **Time in the REGULATION STATIONS** – Each class MUST have a designated regulation station set up as outlined in (Conscious Discipline Safe Place model) This must include the agreed posters and the 5 steps to self regulation. It also should include emotional literacy texts / home made social stories, other texts, relax kids breathing activities and sensory activities. It should have a timer to track the time in the station. An adult from the class would go to this area and offer emotional coaching using the agreed model. It is vital that the adult works through the 5 steps to self regulation and agrees a solution. THE SCHOOL EXPECTATION IS THAT CHILDREN REGAIN CONTROL AS SOON AS POSSIBLE DEPENDING ON THE TIME OF THE PROBLEM. Staff should aim to get the children back to learning within 10 minutes maximum.

- 2) **Use of Chill Zone** – Chill Zone is a sensory environment where children are encouraged to go to take up to 7 minutes to chill and regain control. They are fully supported by a member of the staff team AND THE 5 STEP MODEL IS USED WHEN THE CHILD INDICATES THEY ARE READY. The staff member uses coaching / restorative practice to allow the child time to get ready for learning. Chill Zone is to be used when children are in the **Blue Zone** or **Yellow Zone**. It is not appropriate for children displaying **Red Zone Behaviours**. The use of the Chill Zone is available for all children, however, it may be part of an individual programme of support for a child requiring more specific interventions to help them regain focus.

- 3) **Use of Safe Place** – Safe Place is located off the shared area. It is a time out room where children can take themselves when they are in **Red Zone** and displaying high aggression, unpredictability and dangerous behaviours. There is nothing in Safe Place so the children cannot damage property, hurt self etc. The children have the option of listening to calming music and there is a calming light system. An adult accompanies a child at all times to help them regain control; and to help them understand how this time out area is being used to support them.

Whilst we encourage children to use other spaces there are times where a child prefers to use this space and also this is a safer option for pupils who are at risk of hurting staff, other children and themselves.

Again the Safe Place is not a punishment and is used as part of the system of time out, in which the teacher can continue to teach the class and the child's behaviour is supported. We are always aware of the needs of our children regarding the use of the Safe Place, for example in the case of very young children, or with pupils who experience claustrophobia or who have epilepsy. We do not want to cause any distress or discomfort to the child therefore other areas of the school should be identified as places for regaining control in these cases, and included in a behaviour risk assessment and risk management plan. All children are supervised and monitored whilst using the safe place. When children are extremely vulnerable or struggling to regulate their emotions an adult will be with them using positive talking and listening, coaching, restorative questioning and problem solving in order to support the pupil.

The teacher / teaching assistant works closely with the child to identify an area where they wish to go to calm down; and also strategies that help them to calm. Regular sensory breaks are used where appropriate to enable pupils to engage their pre-frontal cortex, to optimise learning. Strategies are used to activate and energise troubled pupils who are

switching off and to down regulate troubled pupils who are engaging in hyper-active behaviours.

Each child has an Pupil Passport and Positive Behaviour Plan (IBP) which they work on with their Key adult. This IBP is child friendly and staff are to follow the agreed plan for each child. Some children may also have a Thrive Action Plan.

Time In Safe Place's / regulation stations in any place is NOT a punishment. It is purely a means by which the teacher can continue to teach and the pupil can self-regulate, reflect upon his /her behaviour/choices away from the situation. The child has their needs met and the support is targeted to work through the situation with the child and return to class ASAP.

Pupils within the school are directly taught to use all of the regulation systems listed above. Use of the regulation stations is a strategy to learn to self-regulate and manage a situation safely. i.e. instead of hitting out, losing control, or arguing; just as parents would ask a child to go to their bedroom to calm down, but to return when they feel more in control and able to behave more appropriately.

SENDING CHILDREN TO THE ALLOCATED SPACES should not be used as a replacement for the usual classroom management skills and therefore should not be regarded as the first response to poor behaviour. Every other strategy should have been used first, including the need for staff to recognise where there is a particular trusted adult required to support a child; that possible triggers and solutions are the key focus of the support; and that the de-escalation techniques within Team Teach are used at all times.

The Zones of Emotional regulation programme has an important role to play in allowing the children to understand the 'size of a problem', thereby helping both them and the adults to apply appropriate time out expectations. i.e. where the rights, needs and safety of a child and others present is taken into account at all times.

However the teacher has a duty to ensure the other pupils' education is not disrupted by children displaying challenging behaviours therefore the teacher / teaching assistant must make an instant judgment to whether the child is able to continue in class or needs time to regain control and return. (See Staff Guidance)

All regulation time is strictly monitored through analysis of behaviour records, time out logs etc. Time out is not a way of work avoidance. If this is found to be the case the class teacher will ensure the child completes all work in their time. (Playtimes, reward times etc, and on some occasions sending work home).

Self regulation time (SRT)

Pupils' self regulation time -out in an appropriate area is initially encouraged, as this is the first step in the practice of self-regulation and control management. Consequently, pupils are rewarded for using time out as an appropriate strategy to manage their emotions and behavioural responses. (However, it must be recognised that we would prefer the pupil to be in the classroom. Therefore staff will also reward pupils for dealing with difficulties within the classroom, i.e. ignoring the disruptive behaviour of others and being respectful,

tolerant and kind etc.) If the child is able to self-time out safely, appropriately and respectfully then they earn all of their points on the behaviour system.

Directed Regulation Time (DRT)

Directed regulation time is where the child is struggling in the class and disrupting other children's learning. The teacher has a duty to ensure the rest of the class are taught. The teacher and support staff will have put in a range of de-escalation strategies within the classroom to prevent the child needing time out, however their behavioural responses are showing that the situation is escalating.

At the point the teacher will state to the child "I can see that you are (struggling, you seem agitated, angry, upset, frustrated.) (I know that because your body is doing this...DESCRIBE) Lets Take time in the area/ zone, to help you regain control."

The intention would be that the child does take time out and uses their strategies to regain control and return to class in an emotional state where they are ready to learn. At this point again, the child would earn points for complying, being respectful and safe.

If the child was displaying red zone behaviours or if it was in their IBP to use safe Zone they would be directed to use Safe Zone.

If it was in their IBP to use chill Zone and this was going to be safely and respectfully used then they would be directed to use chill zone.

Escorted Regulation Time (ERT)

If a child is presenting high risk behaviours / yellow zone / red zone behaviours and they refuse time out several times (3+) following all de-escalation strategies. Staff will clearly outline to the child that we are going to escort the child to time out.

Again, the reasons will be because the situation in the class is becoming unsafe and escalating. The child at this point will be struggling to control their behaviour and responses. Staff therefore will positively talk with the child and give them opportunities to take themselves to safe zone.

Staff will physically intervene if the child is putting others at risk and themselves at risk. In first instances they would escort the child to the safe zone.

If the Safe Place was not available it may be required to restrain the child, this would be only if the child was a danger to themselves, others or putting property at risk. (See Restraint)

The aim would be to make the situation safe by using the safe place. If the child is making attempts to hurt staff, children, running around school, damaging etc, using abusive language then the door would be closed for the minimum amount of time. An adult remains with the child at all times and maintains communication at all times.

The child would be fully supported by an adult who would be monitoring the child, the behaviours and de-escalating the situation. On many occasions the adults may change to allow the child time with an adult who they may respond to.

If a child is in in the safe place for 20min + then a SLT member should be called to reassess the situation.

All use of safe place is recorded, reported and analysed; as is use of SRT and DRT. It is important to look for trends and to establish that the strategies in place for individuals are having a positive impact. Strategies are discussed and possible amendments are put in place on a regular basis with the child – during and after key incidents; during time of repair and next steps etc.

Recovery and Repair – STEP 5

Following all regulation time: the staff ensure the child is ready to return to class. It is crucial for the child to reflect on the situation and behaviour using the 5 step model. The supporting staff should make every effort to ensure the child has calmed, discussed and repaired. Although the repair and problem solving may come later in the day. It may be that the child completes a regulation / restorative conversation or in some cases a repair sheet / activity to reflect on the situation before re-entering the class.

In most instances the staff member supporting the child will have used restorative practice and questioning to allow the child time to reflect and think about better strategies to use in the future and to identify sensations and emotions. Key adults where appropriate will be involved in the repair and support of a pupil following serious incidents, especially where restraint or time out for more than 5-7 minutes (approximate optimum time used in Chill Zone), has been required.

For serious incidents e.g. assaults, extreme damage, persistent disruption then an adult should be informing a member of the SLT to offer further guidance e.g. It may not be appropriate for the child to immediately return to the classroom following assaulting others and repair / restore time away from the class may be needed as a temporary measure to rebuild trust and the relationship.

Parent/ Carer understanding of Procedures for recording, monitoring and reporting.

At the admission meeting the SLT member leading the admission will discuss the systems for supporting children to manage their triggers and regain control over their behavioural responses. Parents / careers sign an agreement on the use of safe place and chill zone to ensure they understand. (Appendix F)

Daily behaviour is to be recorded and reported through the CPOMs (Child Protection Online Management System) The staff reporting on the day should outline, triggers, behaviour, regulation time, strategies, to employ, consequences and next steps. (See CPOMS Expectations and Guidance) Under the Data Protection act and GDPR parents / carers have the right to request the information on their child. It is crucial that all recordings are factually accurate, reflect the day and reflect the proactive measures that staff are putting in place to support the child in crisis.

All regulation time is monitored and staff complete accurate logs (Safe place Logs Appendix G) Pupils may also be asked to reflect on their understanding and complete a "Thinking about my behaviour sheet". (Staff professional judgement)

Weekly Behaviour sheets go to a member of the Pastoral Team weekly for analysis with all regulation time out sheets. They then go to SLT for monitoring and feedback.

Time out is reported daily in the home school book. Parents are asked to comment and contact the class teacher or family support worker to discuss further.

Major breeches and serious incidents will be dealt with by a member of the SLT. If behaviour analysis shows no improvements/ deterioration then parents / carers will be invited to school to discuss their child's behaviour with the SLT, class teacher and child present.

Additional Support

Key Adult Support

Each child is allocated a key adult on admission to the school. The key adult will connect with the child daily. They will have a 1:1 session with the child weekly with the focus been on connection, behaviour targets, relationship building, coaching, support for strategies etc.

Counselling

At times Stepping Stones purchases support and seeks support from other agencies such as counsellors and play therapists. This is another strategy which is employed to meet the child's emotional needs and reduce their anxiety and stress which can result in them behaving in a challenging manner.

All of the above are measures, strategies and support mechanisms to promote good behaviour, self-discipline and respect. They are to ensure that pupils complete assigned work; and to regulate the conduct of pupils.

6.School Rules and Code of Conduct

We have 3 core rules at Stepping Stones linked to our values and high expectations for learning and behaviour.

- Be Safe towards everyone and everything.
- Be respectful toward everyone and everything.
- Complete all learning to a high standard

The school rules are fully in place and should be consistently applied across school. The rules are outlined in the home school agreement and pupil contract. (Appendix A and B) The rules are displayed in each class and around school. The children should contribute to

the setting of the school rules and boundaries within each class during a termly PSHCE lesson.

Rules are in place to ensure high standards of behaviour and to prevent disruption to learning. They ensure Stepping Stones is a safe school where learning to a high standard takes place. The pupil's day begins when they enter their transport and finishes when they are returned home.

Taxi Journeys- Transport to and from School

The **majority** of pupils attending Stepping Stones are eligible to be provided with transport to and from the school (Transport Policy).

Transport is commissioned from the Integrated Transport Unit at LCC. However the school works very closely with the transport department and passenger assistants who are also employed by LCC Travel Care. Our children are supported by the taxi escorts in the current value of the week.

There are clear expectations for the taxi journeys to school. Children are rewarded by earning points as the behaviour system. (4.2) if a child is persistently struggling to handle the journey and is unsafe, abusive or does not follow the rules then transport would be suspended pending a risk assessment carried out by LCC.

At this point it is the parent's responsibility to ensure they transport their child to and from school and work in collaboration with the school to support their child and help to prevent these behaviours occurring.

The school will work with the child, parent and transport unit to work towards ensuring the child can be transported safely to and from school.

School Expectations for pupil's, parents and carers **Code of Conduct**

ADDITIONAL FACTORS THAT ALL MUST ADHERE TO UNDER THE 3 KEY RULES

- Children should walk when moving around the school.

- Children should be wearing full school uniform which includes appropriate footwear. Black trainers will be accepted.

- Friendship, kindness, trust and tolerance help our children get along, but if a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter and/ or bring it to the Daily Pupil Meeting.

- Friendship, respect, caring and responsibility are encouraged, and physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will be dealt with very seriously through a multi agency approach and collaborative work with parents.

- Violence and any form of aggression is not acceptable. We expect all children and parents to be respectful.

- Respecting ourselves and others is core to the values at Stepping Stones, so foul or abusive language should not be used. If used the child should have an instant fine and loss of points. It should be reported to parents.
- Children are expected to attend regularly and punctually.
- Children must not bring any items into school unless it has been agreed with the head teacher. Any unauthorised items brought into school will be kept in the office until the end of the day and parents will be contacted.
- Parents and children must adhere to the Mobile Phone in school policy.
- Coats and hats/caps should not be worn in the classroom. (No Hoodies)
- Safety is key so no jewellery, apart from ear studs and that which is worn for religious purposes.
- Watches can be worn if they are not proving a distraction, but no 'smart watches' are permitted to be worn by the children.

This code of conduct has been formulated with the safety and well being of the children in mind, and to enable the school to function efficiently as a place of learning.

It is acknowledged that many of our pupils need to develop their social and co-operation skills in order to follow the Code of Conduct. The school will give those opportunities to practice these skills throughout the school day, especially as part of PHSE lessons, the Pupil Daily Meeting and woven through our curriculum.

7. Rewards

Throughout every aspect of the day positive behaviour is modelled and taught. The small groups and high adult ratio allow this to be significantly focussed on and promoted.

DAILY MEETINGS

Daily Pupil Meetings are held after every lunch play, the majority of staff and pupils attend this. At this meeting children are encouraged to display and discuss their achievements, and to inform us of anyone who has been particularly caring or helpful towards them that day. There is always a Value which is 'Theme for the Week' (e.g. Respect, responsibility, trust, kindness perseverance, friendship, tolerance etc) for which pupils can nominate one another.

The children are also given the opportunity to bring to the meeting any difficulties or grievances they have that day, with either staff or pupils, e.g. any disagreements, or inappropriate behaviours towards the individual child is discussed. The pupil bringing up the complaint to the meeting is allowed some control over the consequences of unacceptable behaviour being directed at him/her i.e. loss of points, request for an apology etc. Every effort is made to resolve all issues before the close of the meeting.

Within this Meeting, the children are directly taught to discuss, negotiate and reason. The staff use a restorative approach in order to solve problems and for children to understand the different aspects of an argument. They are rewarded for bringing their grievances to this meeting, rather than retaliating.

The **points System** (Appendix D) outlines that the children are working towards achieving and earning **their daily reward sessions**. Bonus points are earned for not only academic achievements but for demonstrating positive attitudes, respect, kindness and other values, which are expected in school.

In addition to the daily points system the children can earn **bonus points**. These are to reward and celebrate exceptional behaviours e.g. completing a piece of work to a high standard, not retaliating, supporting their friend through a difficult situation, achieving their target etc. These are given in multiples of 5. The children accumulate their bonus points throughout the week and if they manage to keep hold of them they are able to spend them on Friday's at bonus boxes.

OTHER INCENTIVES

The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. This can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing. We can categorise positive recognition as either personal or public. We create an ethos of every child as an individual and that all children are at different stages with their learning and development and achievement is based on their own personal progress – not as a comparison with others. We look at the specific needs of these children to determine how we approach the use of personal and public recognition. See Appendix N - *Approaches to positive recognition*.

Individual Certificates celebrating achievements are awarded throughout the day, week and term, for Achievements, e.g. improved reading, good playtimes etc. Incentive stickers are available for everyone. In addition, each class teacher and TA gives verbal and written praise as often as possible.

10 Good Days = 100 Bonus Points

A day over 90 points is classed as a good day as long as the child has shown Safety, Respect and completed learning. This earns a square to be coloured in on their chart. For every 10 Good Days the child will receive an additional certificate and 100 bonus points.

LUNCH TIME REWARD SYSTEM

Each child comes to lunch with a points strip. This shows the children which 4 areas they need to focus on through lunchtime to earn their lunch points.

Children continue to be rewarded using bonus points for politeness, good manners, eating respectfully etc.

Our Lunchtime Worker has a daily Superstar certificate and this comes with a reward of 30 bonus points. One of these is awarded per table.

There is a "Quiet Zone" for children who benefit from having their lunch in a quieter space. This is based in Orchard Class.

Consequences and Sanctions

Stepping Stones is a school aware of attachment and early trauma in children and treat all children individually. There will be times when they will require support in achieving socially acceptable behaviour.

However, children are made aware that they are responsible for their own actions and that actions have consequences; **positive or negative.**

Whilst the Points System is based upon positive reinforcement and reward, pupils also need to learn that inappropriate behaviour has its consequences. Pupils who make poor choices and break the rules will not earn their points for the specific rule broken. As a result, pupils may not have earned their points for specific areas and therefore may have to catch up work in the allocated reward time / during what could be enrichment time.

Bonus points can be earned during the week for positive behaviours and work. Certain behaviours may lead to a loss of bonus points. Parents and children are made aware of these systems at time of Admission; and is reiterated at the time of any instance; explanations are phrased using language appropriate to age and maturity levels of each child.

The class teacher or TA usually deals with minor breaches of discipline, in a caring, supportive and fair manner, with some flexibility regarding age of child, as far as sanctions are concerned. We recognize that the strongest approach to support a child is through the relationship with the adult. At the end of the lesson, the adults talk with the child about the difficulties in the lesson and agree what improvement is needed for subsequent lessons. Experiences of early trauma or issues with Attachment are always considered for each individual child.

Other sanctions include: -

- A verbal reprimand
- Loss of reward time.
- Loss of Bonus points (Appendix D)
- Moving to sit alone (time limited)
- Sending work home (when agreed by Head teacher and parent)
- Letters of apology/verbal apology/ pictures/drawings acknowledging their remorse.
- Use of child's own time to catch up missed work etc.

Letters home to parents

On rare occasions there may be the need to send a formal letter home to parents regarding their child's behaviour. We have set formats that would go home following incidents where the following behaviours have been displayed:

- 1) Damage to school property / others' property
 - a. This would ask for a contribution towards the repair or replacement.
- 2) Physical aggression towards staff or others
- 3) Spitting
- 4) Taxi Incidents

We expect reply slips to be sent back to school from parents outlining the discussions they have had with their child. If reply slips have not been returned then the class teacher will follow the letter up with a phone call.

The class teacher will keep a chronology of letters sent home. If more than 5 letters have gone home during a half term then the head teacher will contact parents/ carers and arrange to discuss the behaviour and discuss next steps.

These letters can be sent through the Parent App system. Behaviour should not be reported through the Class Dojo App.

The sanctions implemented link closely to the behaviour and there are agreed procedures at Stepping Stones.

A full fairness charter is in place and should be revisited with each cohort. It was created to ensure consistency of approach. Although should not be used punitively.

- 1) Non-compliance and not completing work = loss of points and catch up in reward time.
- 2) Unsafe behaviour at playtime = loss of playtime (if persistent – separate playtime or more than 1 play to be missed)
- 3) Racism = Serious incident – loss of points – loss of bonus points – loss of playtime + letter home.
- 4) Damaging property – loss of points – loss of bonus points – repairing the situation and if persistent – letter home to cover the cost of repair.

All sanctions are fair and reasonable to the situation and are discussed with the staff teams to ensure consistency and a fair system to manage challenging behaviours.

Staff are to refer to the ‘fairness charter’ which was devised with children in 2018 and reviewed annually.

Major breaches of discipline include: -

- Physical assault on another child or member of staff
- Deliberate damage to property
- Leaving the school premises without permission
- Obscene language and verbal abuse
- Refusal to comply with necessary and reasonable teacher requests
- Disruptive behaviour in class
- Racist name calling
- Bullying

The Headteacher/ deputy Headteacher will be informed of major breaches of discipline. Serious incidents forms will be completed by staff as required within 24 hours.

Incidents will be monitored and reported to parents. Further sanctions will be discussed working closely between home and school.

1 to 1 in School

At times a child may persistently behave in an unsafe manner which is disrupting the other children from their learning. At Stepping Stones exclusion is extremely rare as all other strategies are put into place and therefore to prevent exclusion one of these strategies is a 1to1 provision in school. This is where the child would spend some time away from their peers with an adult completing work set by the class teacher. Interaction is limited and the

child is expected to work through the tasks set, discuss why they are having 1to1 time and earn their way back to class to be with their peers.

Another strategy has been that parents/carers support on site to support the school in managing their child's behaviour. Again this is rare and would only be used as a last resort following several serious incidents. School do expect the full support of parents/carers on site. This is another measure that is put into place to prevent exclusions and only when felt appropriate to the home situation.

After any 1:1 provision reparation is then completed with the child. Plans are then made for return to class with strategies to assist the child with a successful return to their class.

Reducing timetable / curriculum provision

In some extreme instances it may be necessary to reduce the child's curriculum provision or look at alternative provision off site. In the first instance a reduced timetable may be put in place with the view to build the child's education back to full time. This is done working collaboratively with the parent / carer and other agencies. It may be used if a child is displaying extreme behaviour which is putting others at risk to prevent exclusion(s).

In some cases Stepping Stones would work with the Local Authority to identify off site / home tutoring as a measure to improve behaviour, improve attitudes to learning and again plan a phased integration back to school. A direction document would be completed to state that Stepping Stones is directing the education of the child to another alternative provision provider.

All of this is a last resort however is necessary for some children who are extremely emotionally dysregulated and displaying behavioural responses which are endangering others.

Exclusion

Although exclusions are rare there are times where exclusion is used. The school works hard to prevent exclusion and every strategy will have been put fully in place before the decision to exclude is made. However, there are times when a child is presenting such a risk that measures have to be put in place to safeguard the child in question, the other pupils and protect the staff.

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into accounts all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

It is reasonable to expect that schools will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

If in the rare occasions that any exclusion occurs, plans will be made for the child's return or alternative provision should the exclusion be permanent. A return to school meeting will be arranged where the child will be welcomed back to school and any plans made for return discussed with both child and parent(s)/carer(s). This approach is to ensure the child feels welcome back to school with a fresh start and that any reparation is done including relationships.

8. Preventing Bullying

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying / Social Media and Mobile phone	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites This includes malicious and harmful text messages to others.

Staff consider fostering healthy and respectful relationships between boys and girls including through Relationship and Sex Education and PSHCE

At Stepping Stones a full policy **to prevent** and tackle bullying is in place. The school treats allegations of bullying seriously through gathering further information and working with the pupils in question to prevent bullying from occurring and put in practical measures to support children. The curriculum at Stepping Stones teaches the children about bullying and the mechanisms to report bullying. It outlines support for pupils and the school has created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Parents will be informed if the school have concerns regarding their child's behaviour or if the school believes their child is vulnerable – following the schools safeguarding policy.

Criminal Law:

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the

Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

In line with the anti bullying policy 2019 and online safety policy 2019 a log / actions document is in place to monitor reports of online / mobile phone issues. These will be followed up using the behaviour policy and guidance in the online safety policy.

9. Behaviour out of School

“Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.’”

The school actively promotes acceptable social behaviours out of school hours and this is part of the schools PSHE curriculum. However it is not the sole responsibility of the school and parents/ carers must take responsibility for their child's behaviour. We will ensure that we tackle and deal with any incidents of bullying, cyber bullying, and teach pupils e-safety. Any bullying behaviours will be dealt with through school and through working with the police and other agencies as required. Every child has the right to feel safe.

If a pupil engages in antisocial behaviour out of school hours the school will support parents and other agencies in dealing and managing the pupil's behaviour. It would be

good practice to support the pupils and work through behaviour out of school. We are able to offer support and strategies for parents through our family liaison work.

10. Use of Reasonable Force / Restrictive Physical Intervention

At Stepping Stones there may be times where restrictive physical intervention is used. This is not standard practice and is never used as a strategy or a way of managing behaviour. The only reasons that restrictive physical intervention would be used is when a child becomes so out of control that they exhibit behaviours that are:

- A) a danger to themselves (self-injuring behaviours)
- B) Displaying dangerous physically aggressive behaviours towards others. (pupils and adults)
- C) Damaging property.
- D) “power to search for prohibited items e.g. weapons, drugs, stolen items etc.” – this is extremely rare at Stepping Stones.

At Stepping Stones, there are on-going assessments of children’s needs as they may change over time.

The staff at Stepping Stones are trained following team teach principles. Which are 95% de-escalation and physical handling is only 5%. Every other measure must have been put in place before physical intervention is used. At these times, staff will openly communicate that they will “hold them safely until they can hold themselves.” All staff receive training which is regularly updated (Appendix H) All staff regularly are refreshed and revisit the team teach principles and strategies and positive handling of pupils if required.

We have a duty to keep children and staff safe from harm therefore Restrictive Physical Intervention is used when a child becomes at risk of being at harm. However, we recognise that restraint can cause trauma in children and over time significant trauma as outlined in Reducing the use of restraint 2019.

The safe place also provides a place where space is restricted to prevent the child putting themselves or others at further risk. Again this is not a punishment or routinely used in this way. It is used to prevent restraint and reduce the need to physically handle a child/ hold a child. It also enables the child to calm quicker. It is very distressing for children and staff when they have been involved in a restraint. At Stepping Stones we aim to prevent restraint and the use of restrictive physical intervention. This is why we encourage children and teach them to take “regulation time” and withdraw from situations to begin to self-regulate and not react to others.

We are also aware to recognise the needs of children who have witnessed others having difficulty regulating. They may in turn struggle to continue with their learning following any disruption to class activities.

For further information see the full Positive Handling Policy

At all times following incidents where restrictive physical intervention has been used.

- The pupils must have time to debrief, repair and a period of recovery.

- Staff must have access to debrief and support.
- Parents must be informed.
-

**Searching Pupils for Prohibited Items and
the confiscation of prohibited items**
Section 11

As statutory from DFE guidelines

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. At Stepping Stones we would not remove an item from a child as a punishment but would expect that items that should not be in school e.g. mobile phones, toys etc are handed over to the teacher/ Headteacher in the morning till the end of the day. The school explains to the children that no items should be brought into school.

Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item and the behaviour policy should set this out.

2. Power to search without consent for 'prohibited items' including:

- a. Knives and weapons
- b. Alcohol
- c. Illegal drugs
- d. Stolen items
- e. Tobacco and cigarette papers
- f. Pornographic images
- g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is ***for the Headteacher to decide if and when to return an item, or whether to dispose of it.***

Although many of the items above are not relevant to the age of the pupils it is good practice to ensure we have clear procedures outlined in this policy that Staff would search pupils if they felt they had items that would put a child/ adult at risk. Also other agencies and parents would be informed of the measures taken to ensure the safety of all in school. (Police, Childrens social care, LCC etc)

A number of staff at Stepping Stones have undertaken relevant training in the removal of dangerous weapons.

Stepping Stones has 2 metal detecting wand devices, however these would only be used in the presence of parents / carers and be part of a risk assessment/ management plan.

If a child is suspected to have an object e.g. knife, sharp etc then the SLT would be informed without hesitation. The SLT member would assess the situation and make a risk informed judgement on next steps. In some instances the risk may be deemed too high and therefore the police would be called immediately. The school Lock Down procedure may need to be initiated. If we had a child that was known to carry weapons a risk

assessment would be in place with clear procedures for searching with parents / carers and using the wand devices daily in the presence of parents/ carers. This would also include parents/ carers searching prior to the child coming to school or even transporting the child so that all parties know the child has no dangerous items prior to the school day beginning.

Staff / SLT would risk assess a situation. If SLT deemed it to be appropriate to search then this would be done. However, if a child was suspected to have a knife / weapon then the police would be called to carry out any searches. Criminal action may be taken. The school would deem these events as extremely serious and co-ordinate a multi agency approach.

See Lock Down Procedure

12. Roles and Responsibilities

The Committee (Governing Body) is responsible for setting general principles that inform the behaviour policy. The Committee must consult the Headteacher, school staff, parents and pupils when developing these principles. The Management Committee should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

Headteachers' are responsible for developing the behaviour policy in the context of this framework. The Headteacher and the Senior Leaders (Senior Leadership Team) have set out the standards of behaviour expected of pupils at the school and outlined in this policy how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour.

The behaviour policy outlines measures that are in place to prevent bullying. This policy is published on the school website and reviewed annually by the Headteacher and SLT.

Teachers, teaching assistants and other paid staff with responsibility for pupils **MUST** use the policy in order to support pupils and manage pupils whose behaviour is unacceptable. Teachers, teaching assistants and other paid staff with responsibility for pupils must follow the schools systems to prevent poor / disruptive behaviour and at all times promote positive behaviours through praise, rewards and support and the strategies outlined in this policy.

The Headteacher and SLT are responsible for monitoring the effectiveness of this policy and ensuring high standards of behaviour. They are also responsible in monitoring and that all staff who are managing challenging behaviour by ensuring that all staff are following the school ethos and principles outlined in this policy.

Parental Responsibility

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour

and attendance. This is completed at the admission meeting for all pupils. (Appendix A) Copies of this are retained in the pupils file and a copy is then sent to parents.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements. It is the expectation and a legal requirement that the parents / carers of all pupils attending Stepping Stones must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120). [These have been increased as of 1st Sept 2012]

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion. Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the local authority will apply for a Parenting Order.

School support systems

If Stepping Stones staff believe/ suspect or are informed that a child is suffering, or is likely to suffer, considerable harm, in which case the safeguarding policy will be consulted. Information would be given to the Designated Persons for Safeguarding DSL (Alison Dodd / Jane Meacham/ Michaela Armstrong / Diane Sheron) ASAP.

If a child's behaviour causes great concern a multi agency meeting will be held in order to further assess the needs of the pupil / family and work toward desirable outcomes. This may include inviting/ referring to...

- Educational Psychologist (EP)
- Special Educational Needs and Disability Officer (SENDO)
- Child and Adolescent, Mental Health Service (CAMHS)
- Children Social Care (CSC)
- Police Community Support (PCSO)
- Any other agencies that may be able to support further.

At all times Stepping Stones will try to support parents as much as possible with their child. We aim to improve the behaviour of the children in school and out of school where possible within the school's resources and staffing structure. A review for every pupil will be held every 6-8 weeks and behaviour will be discussed. Strategies and further support will be offered where appropriate. It is expected that parents MUST work with the school in partnership in order to improve the outcomes for their child. For example the school families support team may be able to provide additional support as needed.

13. Consultation Monitoring and Evaluation

All staff have been consulted in the writing of this policy. Staff have read, understand and agreed to the implementation of this amended Behaviour Policy.

This policy is to be ratified by the Management Committee in October 2019

This policy will be monitored through lesson observations, informal monitoring – observing practice across school and behaviour monitoring, (debrief minutes, IEP's, use of safe place logs, behaviour files etc)

This policy and practice will be evaluated throughout the year and formally on a yearly basis.

14. Complaints Procedure

If a parent/ carer wish to make a complaint then they should contact the Headteacher or chair of Committee. The complaint will be dealt with efficiently following the school's complaint procedures.

Complaints about the use of Restrictive Physical Intervention / Reasonable Force

1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated. The Lancashire Designated Officer (LADO) will be contacted by the headteacher to support the school and investigate the allegation in greater detail.

2) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.

4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.

5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

6) If a decision is taken to suspend a teacher/ teaching assistant, the school should ensure that the teacher has access to a named contact that can provide support.

7) Management Committee should always consider whether a teacher/ teaching assistant has acted within the law when reaching a decision on whether or not to take disciplinary action against the staff member.

8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff. All staff have access to Employee Service Counselling and Support; Details on Schools Portal.

Section 15 **Legal and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Sexual violence and sexual harassment between children in schools and colleges.
 - Keeping Children Safe in Education
 - Working Together to Safeguard Children

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Policy Implemented and agreed 2nd September 2019 following significant amendments to previous policies.