

Stepping Stones (Short Stay) School

Policy for promoting positive behaviour and the consistent management of pupil behaviour at Stepping Stones School September 2022-2023



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 2022



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To be read in conjunction with appendices

Section 1 - Background

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

Behaviour in Schools Guidance July 2022

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour in Schools guidance July 2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf)

These include:

- Behaviour in schools Advice for Headteachers and Staff July 2022;
- 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;

- Suspension and Permanent Exclusion from maintained schools, academies, pupil referral units in England including pupil movement (July 2022);
- Dealing with Allegations of Abuse against teachers and other staff;
- Positive Environments where children can flourish (Ofsted March 2018 updated 2021);
- Keeping Children Safe in Education (2022);
- Reducing the Need for Restraint and Restrictive Intervention (2019);
- Searching, Screening and Confiscation, July 2022;

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 considers 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 – September 2022
- Relationship Policy 2022
- Child Protection / Safeguarding Policy – September 2022
- 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 **can** 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 focused 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

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 4 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 / Positive Handling Policy)

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 Ai)

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 behaviour and recognition systems e.g. positive people, reflective conversations in reward times consistently.
- Deliver the Self-Regulation / Emotional Well Being curriculum including the use of Zones 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 recognition systems 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 the children in developing positive relationships and to feel secure.
- 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 SMART targets that are reviewed between a two week and six-week period. (specific, measurable, achievable, realistic, time) these should include a social, emotional and behavioural target. (see curriculum policy)
- 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 / sensory regulation activities where appropriate and agreed by the SLT.
- Ensure provision outlined on a Thrive assessment is in place and carried out according to the Plan, where appropriate. (To update)
- 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 in place; are being proactive, calm; and are 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 any challenging behaviour over time. Relationships, understanding the child, knowing the child, are all crucial in order for staff to support challenging behavioural responses.

With positive relationships and understanding reasons behind the behaviour then strategies and support mechanisms can be effectively put in place to prevent the child displaying challenging behaviour and becoming more able to self-regulate.

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 crucial that staff are identifying the triggers and supporting children to both understand and manage their triggers in a safe manner.

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.

All staff are aware that children display challenging behaviour when they are in a dysregulated state and when their 'thinking brain / upstairs brain' is not able to be in control.

Some children who attend Stepping Stones find the smaller school environment more stable and secure, this alone can enable them to feel safe, respond and remain in a regulated state. Although, some of children require time to develop positive trusting relationships with the staff, understand the rules, systems and consistency of approach.

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 few days it may be necessary to put these documents into place sooner and parents will be called to review in school, in order to work together and prevent further incidents that require physical handling.

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 / District Commissioning via Inclusion Hubs, 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 on the appropriate documents as a serious incident / RPI / Direction to withdrawal. 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 Recognition Systems

In line with our relationship policy we have removed all systems that focus on points, colours, scores etc.

Our 3 rules remain at the centre of the school day.

We have broken the school day into learning sessions followed by a reward time, social activity, relax time session. (All of which are indirectly teaching social, cooperation, turn taking and negotiation skills.)

Children should be given positive recognition using the positive recognition cards throughout the day to reinforce positive choices, respect, safety etc. These are used to support the child developing a positive image of themselves and learning to recognise what they are doing well.

If the child has followed the three rules then they will receive all of the relax session. However, if a full teaching session has not been completed to the expected standard then the child will need to spend some time reflecting on their choices, responses. The teacher / staff member would endeavour to engage the child in a restorative conversation in order for them to be in a regulated state for the next teaching session.

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 and the self-regulation curriculum; pupil meeting and the use of restorative approaches, we promote pupils' 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 to teach emotional regulation. This programme is called "The Zones of Emotional 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 were building on this foundation by utilising a wide range of materials and curriculum teaching opportunities to support children in developing improved emotional well-being and self-regulation e.g. how to develop a positive growth mindset. During 2021-2022 we introduced Emotion Coaching approaches to continue to support the development of regulation strategies and to minimise challenging behavioural responses.

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. (*your thinking brain is off-line*)

All of the programmes and positive mental health curriculum are 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 the lessons taught on The Zones and in the Conscious Discipline approach; on the strategies and approaches within Growth Mindset; and link withdrawal time 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 promote 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.

Even if a child has been guided to a safe place the key message is repeated – Your response at this time is unsafe, therefore we are supporting you to a safe place. Children should never feel that safe places and regulation areas are forms of punishment.

Stepping Stones staff are trained in Emotion Coaching Model. Two Senior Leaders have undertaken Emotion Coaching Practitioners training and are supporting this model being implemented across the school.

	Four Steps of Emotion Coaching	What the adults can do	
STEP 1	Recognise the child's feelings and empathise with them.	STOP, THINK, ATTUNE AND REFLECT	Can be Stopping. – Not waiting till the child is whizzing around the room. You will see low level behaviour. Low level tapping – becoming bored, Losing concentration.
STEP 2	Label the feeling and validate them	Use emotional words and supportive gestures.	Name it to tame it Use of feeling pictures – Your face is doing.... Your arms are...
STEP 3	Set limits on behaviour if needed	Let the child know the expectations and what is expected.	Not about free loving we live in a rule abiding world. Children need to know that they won't always get what they want but their needs are to be met. Limits on behaviour – children feel safe when they know the consistency/boundaries. Need to engage the thinking brain. It is about developing the internal systems.
STEP 4	Problem solve WITH the child	Problem solve "with" not "for" the child	Empowering the child to understand what has happened. Developing tools for their tool kit. Developing flexibility. Do you remember what we said our rules are?

We encourage self-regulation through withdrawal time in different forms:

- 1) **Time in the REGULATION STATIONS** – Each class MUST have a designated regulation station set up as outlined. This must include the agreed posters and the 5 steps to self-regulation. It also should include emotional literacy texts / homemade 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 4 steps to self-regulation and agrees a solution. THE

SCHOOL EXPECTATION IS THAT CHILDREN REGAIN CONTROL AS SOON AS POSSIBLE DEPENDING ON THE SIZE and NATURE OF THE PROBLEM. Staff should aim to get the children back to learning within 7 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 4 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. **Staff should remain at the chill zone with the child. Staff should give the child time, encourage them to use a sensory activity e.g. visualisation, fiddle object, sensory object. Staff supporting the child should emotion coach the child e.g. I can see you came out of class because..... You have come to the right area. I am guessing / wondering if you feel How do you think you can handle this again?**
- 3) **Use of Safe Place** – Safe Place is located off the shared area. It is a withdrawal time room where children can take themselves when they are in **Red Zone** and displaying high aggression, unpredictability and dangerous behaviours. There is nothing in the 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-in, 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. All children are encouraged to have the door open, however children do have the option to close the door if they wish. Staff supporting the child will remain calm, give clear expectations and reassure the child that they are present to support them.

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

Each child has a Pupil Passport and Positive Behaviour Plan (risk assessment) 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, in the Safe Place / regulation stations/ Chill Zone 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 station 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. As outlined in Behaviour in Schools, DFE, 2022 p23 Removal from classrooms.

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. Every effort should be made to keep the child in class. The main reasons for asking a child / removing a child from class are...

- A) To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;*
- B) To enable disruptive pupils to be taken to a place where education can be continued in a managed environment and*
- C) To allow the pupil to regain calm in a safe place.*

(Behaviour in Schools, July 2022)

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-in expectations. i.e. where the rights, needs and safety of a child and others present are taken in to 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-in logs etc. Time-in 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, 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 self-withdrawal 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 in safely, appropriately and respectfully then they are recognised for this with a positive people token.

Directed Regulation Time (DRT) (requesting a child to take time, in an agreed area)

Directed regulation time is where the child is struggling in the class and disrupting the 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 of class, 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...) You need to take time in the area/ zone, to help you regain control."

Staff need to be clear, concise and keep language to a minimum and remain in control of their emotions and voice level.

The intention would be that the child does take time and use 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)

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 they will escort/ guide the child to time out of class. Again, the way this is delivered to the child needs to be supportive and encourage the child to take themselves. E.g. You are being unsafe, I have a duty to keep you and others safe. Take yourself to I don't want to move you. I know you can take yourself.

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 talk positively 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 out of the class and continue to encourage the child to take themselves 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. Alternatives could be offered e.g. Time in the Pastoral room, time in the HT / DHT office. Every decision would be risk assessed based on the child's needs and understanding of their behavioural responses and the risk they present to others.

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-in with an adult who they may respond to.

The school environment is so small and the SLT have a high presence around school, therefore they will offer guidance, support and coaching to all staff supporting children who are requiring time-in / using time out of class for long periods of time.

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.

2021-2022 – Introduction of the Pastoral Support Room

During the academic year 2021- 2022 we established a pastoral support room. This is another agreed area for children to take some time and for restorative conversations, support work to take place.

We aim to have one staff member per day on pastoral duties supporting children who are in dysregulated states. Some of their time-in may be spent with the pastoral worker going through the restore, repair, redraw process with the goal for them to support the child to return to class in a regulated state.

Recovery and Repair

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 4-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 or even the following 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 in the Safe Place 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. [In some instances, parents will be requested to come to school either on the day or with their child the following day to discuss the behavioural incidents in more detail and to support restorative conversations.](#) 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, dysregulated state and regain control over their behavioural responses. Parents / carers 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 GPDR 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-in sheets. They then go to SLT for monitoring and feedback.

Staff message parents on a daily basis via class dojo or a home school diary. The message will state the positive aspects of the day, outline any triggers for behavioural incidents, any time out etc.

E.g.

Joe had a positive start to the day completing phonics, reading and maths. He did struggle in English which resulted in him disrupting the class. He was guided by a staff member to the chill room. He settled and agreed to complete his work. A positive end to the day!

Or

Hannah struggled on arrival to school this morning. She needed to take some time with a key adult to regulate and be ready for learning. She came to class around 10:30 and caught up with missed learning. She did become frustrated over the afternoon task and threw the table in frustration. Unfortunately, she was not in a place to repair and agree better ways of dealing with frustration. Please can you support school in discussions this evening so we can aim for a more positive day tomorrow.

Time out of class is reported daily in the message to parents. Parents are asked to comment and contact the class teacher or family support worker to discuss further.

Any **serious incidents** or incidents where restraint have been used will be communicated on the day with a telephone conversation.

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, this tends to be the key adults within the class. The key adult will connect with the child daily. They will meet with the child as required and focus on connection, behaviour targets, relationship building, coaching, support for strategies etc.

Counselling / Therapeutic Support

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.

Emotional Health and Well Being Worker / Senior Practitioner

We are very fortunate to have 2 allocated Primary Mental Health Practitioners working with children at Stepping Stones. They provide ½ day per worker per week. This is used to support whole school policy developments around pupil mental health and to also work directly with children who are identified as requiring additional support.

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 pupils' day begins when they enter their transport each morning 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 assistants in the current value of the week.

There are clear expectations for the taxi journeys to school. We ask the passenger assistants to promote positive behaviour through having positive relationships with the children, keeping the journeys sociable and light hearted and through open communication with the staff at Stepping Stones.

Any unsafe, disrespectful behaviour will be followed up by staff at Stepping Stones.

If there has been a serious incident then the passenger assistant must report to their line management. This may result in a suspension from transport pending a risk assessment.

At this point it is the parent's/carer'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/carer 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. Staff will challenge this and have a restorative conversation about this behaviour.

- 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 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. Recognition

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.

If the child shows the value of the week consistently throughout the week they will earn the value band for the week as a physical token to remind them that they have achieved recognition for the set value. This will be awarded at the Friday celebration meeting.

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 time to have a conversation / pay back owed time, 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.

OTHER INCENTIVES

If a child has followed the 3 rules for the vast majority of the day e.g.

They have been safe all day.

They have shown respect to everyone.

They have completed their learning tasks to a high standard.

They will be rewarded with a coin for their saving jar. Children can still have a positive day with a few blips but not earn the coin. Teacher judgement is crucial in making these decisions. It should not be on points, scores, etc. A coin is not an entitlement it is for doing the best they could possibly have done, keeping the day safe and respectful. Staff are to discuss regularly their approach to coins to ensure consistency across school and equality for all children.

If the child had missed learning then they may not be given the coin but still receive a positive report.

We aim to teach the children life skills and to develop the feeling of self-worth rather than behaving positive for a gain. The ultimate goal is children wanting to do well for positive self-gratification not extrinsic rewards.

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.

COINS

As outlined above coins may be awarded at the end of the school day for extremely positive days with safe, respectful behaviour and learning expectations completed to a high standard.

Children can save their coins and on a Friday celebration meeting small – medium sized items such as pens, pencils, cards, balls, bubbles, footballs, social treats can be purchased using the coins.

The children are encouraged to save their coins for bigger items. The coins can not be taken from the children. Once they are earned and the coin is in their jar, they have got them and will not be removed.

However, if a child has damaged school property they are expected to use their coins to replace or pay towards the cost of the damage.

LUNCH TIME REWARD SYSTEM

Children will have lunch in class / shared area. The staff on lunch duty should continue to use the positive recognition system. E.g. giving out a positive people card when spotting positive behaviours.

If a child has not followed the expectations of safety, respect and lunch expectations then the adult in charge of the table / area would request the child to remain behind and have a conversation with them about their behavioural choices using the restore, repair and redraw process. This may result in them not receiving their full lunch play because the situation will need to be dealt with prior to reward play times in place.

If a high number of children have been disruptive during lunch service. The group would be asked to remain seated at the end and to discuss the situation, the impact on others etc. Again, this may result in missed social play time.

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 systems in place are based upon positive reinforcement and recognition, pupils also need to learn that inappropriate behaviour impacts on themselves and others around them. This is therefore addressed through restorative conversations, repairing situations which includes catching up on missed learning.

Parents and children are made aware of these systems at the 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.

The following will be discussed within a restorative conversation which may lead to repair by the following;

- Loss of play time to catch up and repair
- 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.

All of the above are required in order to restore, redraw, repair.

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, in respect of damage / persistent damage to school. This is directed by the headteacher.

All major incidents are reported via a telephone conversation and may be formally followed up with an incident report / letter.

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
- Persistent disruptive behaviour in class which impacts on the well being of others.
- Racist name calling or racism of any kind
- Bullying of any kind (online bullying, peer on peer abuse etc.)
- Sexualised behaviours and sexual harassment behaviours.

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 (Internal Suspension)

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 1 to1 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 1 to1 time and earn their way back to class to be with their peers.

This is different to 1:1 support. When a child requires 1:1 support for learning then this will be in class / agreed space. Any additional provision will be time limited and if a child needs to be working away from their peers it would be temporary with a view for them to integrate back to the class.

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 to1 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.

Suspension

Although suspensions are rare there are times where it is used. The school works hard to prevent suspensions and every strategy will have been put fully in place before the decision to suspend 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.

A pupil may be suspended on one or more fixed term periods. When using suspensions this is to provide a clear outline that the current behaviour is unacceptable and as part of planning provision and modifications to the curriculum to support the child.

The Headteacher decides whether to suspend a pupil, for a fixed term or permanently exclude, 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 where the decision to permanently exclude has been made. 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 a suspended pupil from the sixth school day of any fixed period suspension 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 suspended pupils during the first five days of any exclusion (although there is no legal duty to do so).

Reintegration following a suspension

Following any suspension, plans will be made for the child's return or alternative provision should be put into place.

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 welcomed back to school with a fresh start and that any reparation is done including relationships.

8. Preventing Child on Child Abuse

What is Child on Child abuse?

Peer-on-peer abuse is most likely to include, but may not be limited to:

- Bullying (including online bullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse)
- Abuse in intimate relationships between peers
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element

This is explained in [Keeping Children Safe in Education](#) (KCSIE, 2022).

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 in any form is in place. **It is all staff responsibilities to ensure that all children are kept safe from any harm. Staff receive up to date training in recognising peer on peer abuse.**

Our curriculum allows opportunities through PSHCE, values, circle time to ensure children are taught about safeguarding, keeping safe online and the following areas.

- Healthy and respectful relationships
- What respectful behaviour looks like
- Consent
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- Sexual violence and sexual harassment

The school treats allegations of bullying including cyber 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.

If school has information on a child that is online bullying, acting inappropriately online then school will contact parents. A meeting may need to take place between the parents/ carers and child to discuss the allegations, behaviour and agree appropriate actions to tackle this behaviour and support the victim.

All suspected or actual peer on peer abuse should be reported to the DSL's in school for appropriate actions to be taken in order to provide support for the victim whilst also following the school's safeguarding procedures and protocols. (See safeguarding policy)

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 2022 and online safety policy 2022 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.

Online behaviour out of school hours which places others at risk should be reported to the school. If this comes to the school's attention then actions will be taken to deal with the child's behaviour towards others out of schools and online.

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 which 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 are regularly 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 of the need 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

Staff should be aware of and read Searching, Screening and Confiscation Guidance July 2022.

The decision to search, screen and confiscate items should only be made by the Headteacher or a designated member of SLT. Article 8 under the European Convention on Human Rights outlines that pupils have the right to expect a reasonable level of personal privacy. Therefore, the decision to search and screen

has to be made in a lawful way, whilst also establishing a safe environment for everyone.

Any decision to search should be approved by the headteacher and overseen by the headteacher or a designated safeguarding lead.

Staff should not be expected to search for a knife or weapon.

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)

Stepping Stones has 2 metal detecting wand devices. 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 need for searching. Firstly, assessing the need to use the metal detecting device or searching the child. 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 such as parents searching child in front of the passenger assistants prior to school and staff using the wand devices daily on arrival.

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.

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 for monitoring 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 a pupil's 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. 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.

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) 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 (SEND O)
- 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 8-12 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 2022**
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 wishes 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 2022
 - 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 1st September 2022