

Ravenscliffe High School and Sports College

Student Discipline and Behaviour Policy/Procedures

Approved by Governors: 28 January 2019

To be reviewed: Spring term 2020

This policy should be read in conjunction with the school's data protection policy.

Ravenscliffe@Springhall

In September 2018 Ravenscliffe became a two site school with a Sixth Form provision based at Spring Hall. This Policy applies to both sites and will be reviewed every year.

Context

Ravenscliffe High School operates on the premise that all members of its community will treat each other with courtesy, consideration and respect.

At Ravenscliffe there is an understanding that all behaviours that challenge are a form of communication and sometimes an expression of an unmet need. Therefore approaches to behaviour should be seen within the context of the environment and a holistic and flexible approach should be taken wherever possible.

There is an expectation that the students will behave in a socially acceptable manner and where behaviour falls short of what is considered to be acceptable a range of strategies can be implemented. Some students will display challenging behaviour as a direct consequence of their learning difficulty and will require a different approach to those students who display inappropriate behaviour and who have an understanding of the difference between what is acceptable or unacceptable. There is a strong commitment from the staff to work in partnership with the students and possibly their families to promote all positive aspects of a student's behaviour.

As and when appropriate, the school will liaise with parents/carers and outside agencies, including Social Services, Educational Psychologists, Education Welfare Officers, Behaviour Support, Children and Adults with Disabilities Team, CAMHs and any other relevant body, in order to promote student behaviour that is socially acceptable at all times.

The school recognises that all students require an individual tailored approach to staff supporting them to best manage their own anxieties, feelings and behaviour. If a particular approach doesn't work the school is totally committed to trying other creative strategies to teach a student to behave more appropriately.

Encouraging Acceptable Behaviour

Throughout their time at Ravenscliffe, students are given the opportunity to develop those skills that enable them to behave in a socially acceptable way and are actively encouraged through the curriculum generally and PSHE and pastoral programmes including FOCUS, pastoral time, IPP and student voice specifically to achieve this. Students should be supported wherever possible to take responsibility for their own behaviour. Sometimes it may be necessary as a school to prioritise a total re-focus on behaviour for the student who displays significant changes in the extremity of behaviour. This may necessitate a complete change of timetable, with the behaviour as a prime focus and not their current teaching and learning objectives.

Range of Strategies

Any strategies that are applied aim to maintain a positive working atmosphere and reaffirm acceptable behaviour. When necessary the following strategies may be used in school when a situation develops requiring staff intervention. It is necessary for staff to take action in response to inappropriate behaviour and behaviours that challenge. There is a clearly defined range of measures available including:

- The staff involved in the situation (Teaching, Support and Lunchtime supervisory staff) will respond to

the student's unacceptable behaviour, reminding them that there are more appropriate ways to behave, as and when a situation arises.

- Where a student remains uncooperative or their behaviour unacceptable the member of staff supporting the situation may consider it to be necessary to request the student to move from the immediate setting, in order to avoid disrupting other students within the group and to focus the student's attention on the issue. The member of staff would expect to return the student to the environment they were working in as soon as possible in order to complete the given task. The member of staff involved in the original incident may, if possible, continue to deal with it or request a member of the Senior Management Team or staff who have non-contact time to resolve the situation.

Other staff working within the environment or nearby may be used to support the management of this incident using the "staff help" protocol embedded in the ethos of the school. Staff help points are placed at strategic places on both sites and staff are to ensure they are aware where the points are located - these include all changing areas, swimming pool, playground, sensory garden, main corridor, school office. When the alarm sounds available staff will respond, subject to safety levels being maintained across the school. Alarm panels are placed in the school office and outside Head of Centres office on both sites indicating where the incident is taking place. Additionally, staff who have a particularly positive relationship with the student could be asked to intervene. It may be necessary for a student to complete their work in a separate area to their peers under supervision from the member of staff dealing with the incident.

The use of a "staff help" request is always down to the professional judgement of the member of staff. In circumstances where staff members feel there is a chance of the behaviour becoming more challenging, requesting "Staff help" should be an automatic response. The use of 'staff help' means staff can immediately request extra support in any situation and not just for escalating behaviours.

- The majority of incidents will be dealt with by the members of staff involved following the above guidelines. The student's Pastoral teacher and staff, Key Stage Manager and the Head or Deputy Heads will, where necessary, be informed. In exceptional circumstances, requiring more urgent action the member of staff may decide to report the matter immediately to the appropriate member of the S.M.T. who will provide advice and support.
- A range of strategies will be developed by the student's Pastoral team in negotiation with the student, parents and Key Stage Manager. These could include; 1-1 tutorials, individual or group support, input from the Leading Support Assistant encouragement to walk away from conflict or loss of privileges. These strategies will be relevant to the student's individual needs and will form the basis for an individual behaviour programme. The strategies will also develop the student's understanding of the situation and the consequences of their actions. To ensure consistency a Behaviour Management Plan will be drawn up where necessary by the Pastoral Teacher to be implemented by all staff. Individual Behaviour Plans are found on the Pastoral Server .

At lunch times any incidents will be reported to the relevant member of the Senior Management or Leadership Team. If they consider the situation to require further action they will seek the involvement of the student's Pastoral teacher or other colleagues.

When students participate in residential activities, they will be expected to comply with requirements referred to in the "Agreed Conduct" form.

An Incident Book for each K.S. is kept in school in which staff detail any unacceptable behaviours. Serious instances of unacceptable behaviour are recorded on CPOMS. The Incident Books will be kept in the Key Stage Managers office and will be monitored and countersigned by them and the Headteacher or Deputy Heads on a termly basis.

Where a student's behaviour continues to give cause for concern, parents/carers (and other agencies if appropriate) will be notified and invited into school to discuss possible strategies and resolutions and home school contracts will be agreed where appropriate. This may involve a review of the EHC Plan through a pupil progress meeting where discussion will take place as to whether Ravenscliffe remains able to continue to meet the needs of the student. Consideration will also be given to the possible effects of a student's behaviour upon the remainder of the school population.

Experience has shown that most examples of unacceptable behaviour from a student can be resolved when staff from the school work in partnership with the parents/carers, sometimes with support from staff or staff from the Disabled Children's Team and other agencies. The consistency and mutual reinforcement of approach that exists in a successful partnership can provide an effective tool in overcoming disciplinary problems.

Positive Handling of Students

On occasion, situations arise in school which involve staff needing to physically manage a student's behaviour, where there may be a significant risk to the student him/herself, other students, staff or significant risk to property. School and the Local Authority have adopted the principals and strategies of the Team Teach Approach. Five members of staff are trained as Intermediate Team Teach Tutors and provide appropriate Team Teach Training for school staff and refresher courses every two years. The emphasis of this approach is that at least 95% of all crisis situations can be restored through calm, controlled, dignified and skilled de-escalation intervention. All staff undertaking the training have the Headteacher's authority to use positive handling strategies as a response to threatened or actual violence, or potentially dangerous and aggressive behaviour from students. Staff are consistently reminded that their action needs to be reasonable, proportionate and necessary. It has to be in the best interest of the student and it has to be legally defensible.

The unique school environment of Ravenscliffe may mean that conventional classroom seating which is not totally fit for this purpose may have to be used to physically support a student in a seated position.

Appropriate records will be maintained of all incidents involving positive handling techniques where risk assessment suggests a particular necessity for such measures, this will be incorporated in that student's individual behaviour management plan. Where a student has to be supported with a higher level positive handling technique (single elbow, figure of four, double elbow, it is imperative that the parent/carer of the student is informed of this action and its outcome on the day the positive handling technique was used. As a preference this should be by phone or face to face contact.

Team Teach Policy Statement Regarding Injury potential and Technique Application.

"The skills and techniques taught on a Team-Teach course are as a result of an on going risk assessment in an effort to safeguard everyone involved in a violent incident where physical interventions are necessary.

Team-Teach techniques seek to avoid injury to the service user, but whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe.

It is also recognised that staff may choose to respond with a technique from outside the Team Teach framework. This does not automatically render the use of such skill or technique necessarily improper, unacceptable or unlawful. Its use must be judged on whether or not it was reasonable, proportionate and necessary in those particular contexts and circumstances."

Team Teach Policy guidance January 2019 - Team Teach website

Time out of class

When students are in an agitated state it may be appropriate to offer them time out of their immediate environment. This will be for a relatively short (up to 30 minutes) agreed period of time during which the student will usually be offered an alternative location in which to calm down away from peers or other sources of distraction (eg Wellbeing room, MUGA, gardens etc), yet under discrete supervision of staff. Digital timers, symbols or signing may be used to ensure the student is fully aware of the expectations being placed upon them. Students are never left completely unsupervised.

Internal Exclusion

If it is not felt safe or appropriate for the student to return to lesson, they may be asked to complete their work away from the class under the 1:1 supervision of a member of staff, usually but not exclusively a member of SMT. This is to minimise disruption to the group and reinforce the need for outstanding work to be completed, prior to the student returning to their timetable.

Sanctions

A range of sanctions is used to support this behaviour policy, including the requirements to complete work during break, lunchtime, the temporary removal of privileges (eg use of bikes, break time not participating in visits out of school etc). Sanctions for students need to be dealt with and concluded on the same day of the incident

Exclusion

As a last resort the school may decide that it is appropriate to exclude a student. Where this becomes necessary the most recent Government Guidelines for Exclusions from school will be followed. This could involve a fixed term exclusion of a specified number of days (up to a maximum of 5) or a permanent exclusion. This is available as an ultimate sanction when all other reasonable steps have been taken, and when allowing the individual to remain in school would be seriously detrimental to the education or welfare of the student or present a significant potential risk to the health and safety of other members of the school community. The decision to exclude a student will be taken by the Headteacher after consultation with at least two other members of the School Management Team. The Headteacher will then inform the Chair of Governors and the parent/carer of the pupil of the decision to exclude. (See Government guidance for appeal and other details)

Policy reviewed and updated by the School Management Team.

Appendices:

- (1) Exclusion Guidance
- (2) Example Agreed Conduct Form – Residential/Outdoor Activities
- (3) Team Teach – Record of Incident Form
- (4) Risk Assessment of Challenging Behaviour and Agreed Positive Handling strategies
- (5) Restorative Justice

Appendix 1

Exclusion Guidance

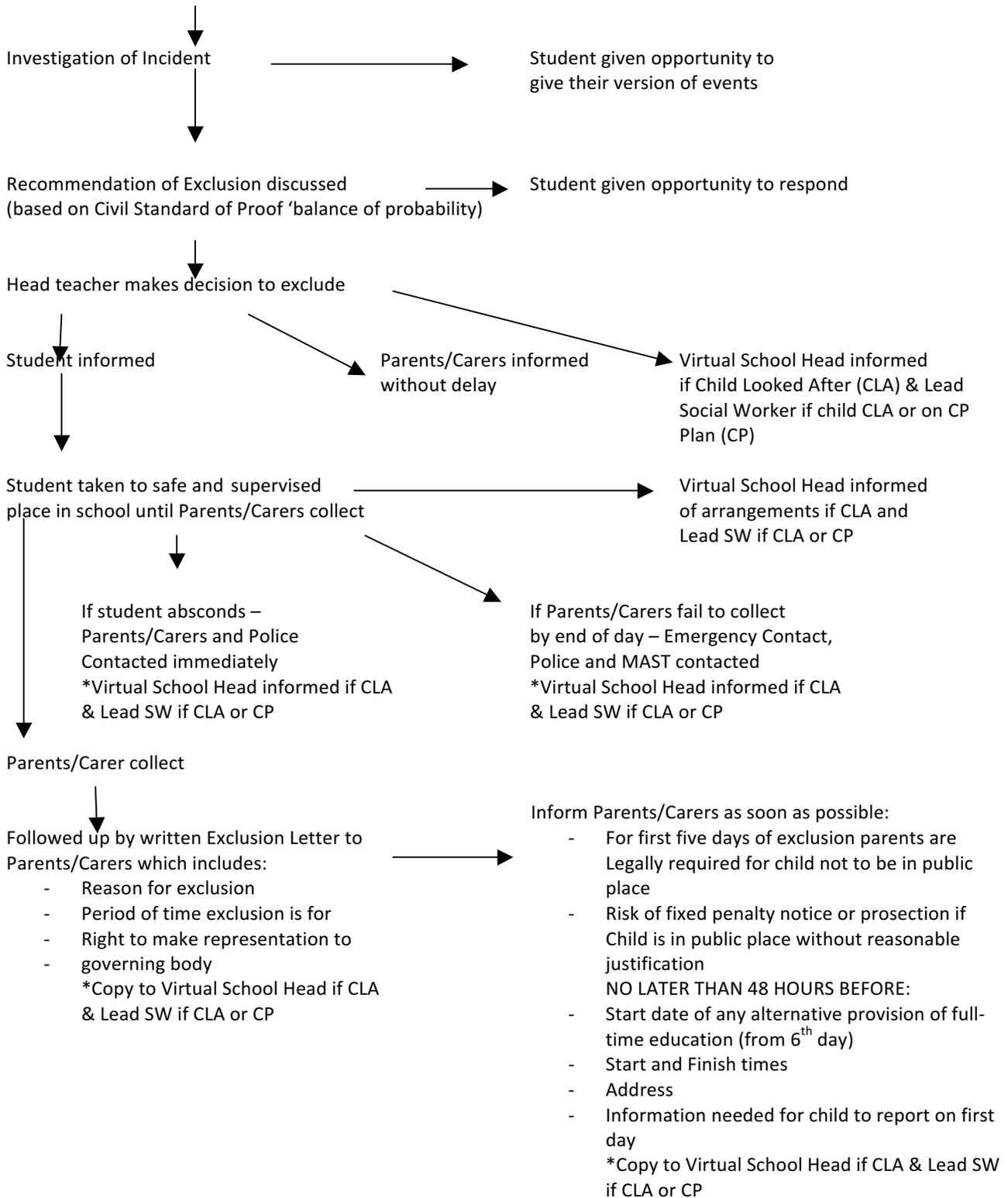
Following a recent Serious Case Review in Calderdale, this guidance and flowchart have been provided to emphasise the need for robust arrangements for children at the point of exclusion, either Fixed-Term or Permanent. It is imperative to remember that the Head teacher has a legal duty of care when sending a pupil home following exclusion.

This guidance should be used to review and update current policies and procedures. This guidance should be read in conjunction with statutory guidance – ‘Exclusion from maintained schools, academies and pupil referral units in England’ (DfE 2012), from which salient points have been drawn. *The DfE guidance is due for review however no publication date has thus far been confirmed.*

- Permanent exclusion is a last resort and only be considered where there has been a serious breach or persistent breach of the school behaviour policy and if the child was to remain in school this would cause serious harm to the education or welfare of themselves or others.
- The decision to exclude for any period must be lawful, reasonable and fair.
- Pupils who are excluded should be collected by parents/carers and must not be allowed to leave the school site until this happens, or an appropriate alternative is agreed.
- If a Child is a Child Looked After (CLA) then the Virtual School Head needs to get kept informed throughout the exclusion process, and likewise if the child is either CLA or on a Child Protection Plan then the Lead Social Worker (SW) should be kept informed.
- Disruptive behaviour can be an indication of unmet needs, thus schools should give consideration to a multi-agency assessment that goes beyond educational needs, if this is a persistent problem.
- Following any period of exclusion there must be a strategy for reintegration and managing future behaviour.
- School should set and mark work provided for the first five days of a period of exclusion, unless or until alternative provision is provided. Alternative provision must be in place from the sixth day.
- Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, relevant to their age and understanding.
- Only the Head teacher has the authority to exclude and this must be on disciplinary grounds.
- Lunchtime exclusions must follow the same exclusion process and count as half day exclusions.
- ‘Informal’ or ‘Unofficial’ exclusions are unlawful regardless of whether they occur with the agreement of parents/carers – all exclusions must be formally recorded.
- Consideration should be given to children who present with additional needs, and Head teachers should, as far as possible, avoid excluding permanently any pupil who presents with additional needs, such as Special Educational Needs (SEN) or Children Looked After (CLA).
- Schools should engage proactively with parents, foster carers, children’s homes and the local authority in supporting the behaviour of pupils with additional needs.
- Head teacher must inform the governing body and local authority if a child is permanently excluded or if exclusions result in more than five school days (or ten lunchtimes) in a term, or if a period of exclusion will mean that they miss a public examination or national curriculum test.
- All fixed term exclusions should be reported to the governing body and local authority once a term.
- If a pupil lives in a different authority to that of the school they attend, the Head teacher must inform the ‘home authority’ without delay if a child is permanently excluded.
- If a child has a fixed term exclusion the correct codes should be used on the register; Code E whilst not attending any provision, then Code B (educated off-site) or Code D (dual-registration) once attending alternative provision. It is the school’s responsibility to ensure that the alternative provision provides the adequate number of hours.
- When sending written confirmation of exclusion to parents/carers, consideration should be given to ensure that this information is clear and easily understood. Where English is not the first language, a translated letter should be considered.
- If parents wish to make representation to the governing body and an independent panel is used, consideration should be given to including a SEN Expert, even if the child has no identified Special Educational Needs.

Flowchart at point of Exclusion

Serious Incident/Breach of School Behaviour Policy



RAVENSCLIFFE HIGH SCHOOL – RESIDENTIAL/OUTDOOR ACTIVITIES TRIP**Appendix 2****EXAMPLE AGREED CONDUCT FORM**

Your son/daughter is to be included in the following Outdoor Activities Trip

Venue:			
From:		To:	

In order that the trip runs smoothly and all pupils enjoy it, I would like you to read the following with your child. Both of you should agree to follow the guidelines. {If there are any points you would like to question before signing, please contact me to discuss them}.

Students will:

Respond to Centre staff in the same manner as to their school staff
 Respect one another, and treat others as they would hope to be treated.
 Take part in all activities, unless there is a medical reason to prevent them from doing so.
 Follow Centre rules as explained on arrival.
 Respect Centre property and equipment.

Students will not:

Be allowed to smoke.
 Be allowed to drink alcohol.
 Enter the rooms of pupils of the opposite sex.
 Disturb others or prevent them from getting to sleep after lights out at pm.
 {Students need their sleep for activities the next day}
 Use any equipment or try any activity without the supervision of staff.
 Students may/may not take radios, mobile phones, CDs, walkmans, gameboys etc.
 {Please note that cameras and other valuables are the students' sole responsibility}.

I hope you will realise that this is 'common sense' behaviour, although when written down these restrictions may sound like strict laws. If a child is seen to breach the agreed conduct, he/she may be sent home at your expense or banned from any future trips.

Student Name:	
I have read the above guidelines on expected behaviour and the possible consequences of not following them. I agree to uphold those guidelines whilst on the trip	
Signed:	
I have talked to my child about the agreed conduct and agree that he/she should follow it. I am also aware of the consequences should breach those guidelines.	
Signed Parent/Carer:	
Date	

RAVENSCLIFFE HIGH SCHOOL & SPORTS COLLEGE – SAFEGUARDING OUR COMMUNITY
RECORD OF INCIDENT REQUIRING POSITIVE HANDLING – Incident No: _____

Appendix 3

Name of student:		Year Group:	
Date:		Time of incident:	
Location of incident:	Toilets ()	Muga ()	
Room Number ()	Dining Room ()	Garden ()	
Pavilion ()	Gym/Hall ()	Indept Travel ()	
Playground ()	Corridor ()	Yellow Bus ()	
Changing Area No. ()	Other		
Staff members involved:		Active/Passive	
_____		Act () Pass ()	
_____		Act () Pass ()	
_____		Act () Pass ()	
_____		Act () Pass ()	
Other witnesses to the intervention:			
De-escalation techniques used: numbered in order of use.			
Verbal advice ()	Humour ()	Space given ()	Step away ()
Withdrawal directed ()	Verbal support ()	Reassurance ()	Direction given ()
Calm talking ()	Distraction ()	Planned ignoring ()	Withdrawal offered ()
Alternatives offered ()		Other	
Response to De-escalation: Positive () Negative ()			
Reason for intervention:			
Immediate danger to self ()		Potential damage to property ()	
Disruption to immediate environment/peers ()		Fighting ()	
Immediate danger to peers/staff ()		Threats verbal/physical ()	
Other			
Brief description of events prior to the intervention:			

Positive handling techniques used. Enter sequence number and number of staff involved				
Techniques		Standing		Sitting/Chairs
Single elbow				
Figure of four				
Double elbow				
Is this intervention an agreed strategy linked to the behaviour management plan? Yes/No				
Brief details of the incident:				
Duration of incident:		Duration of physical intervention:		
Injuries to student	Yes/No	Injuries to staff	Yes/No	
If so, what?		If so, what?		
Entry in accident book	Yes/No	Entry in accident book	Yes/No	
Seen by (circle)	School Nurse	Casualty	Seen by (circle)	School Nurse Casualty
Post incident support: (Description of Repair and Reflection undertaken)				
Staff signature:				
Date :				
Incident report book completed (in KS Managers office) Yes/No				
Revised strategies/actions to be implemented following incident				
Signatures of staff involved:				
.....		Date:.....		
Phone call to parents/carers:				
Letter home completed:				
Signature of member of the Senior Management Team:				
.....		Date:.....		

RAVENSCLIFFE HIGH SCHOOL AND SPORTS COLLEGE - PROMOTING POSITIVE BEHAVIOUR

Appendix 4

RISK ASSESSMENT OF CHALLENGING BEHAVIOUR AND AGREED POSITIVE HANDLING STRATEGIES

Student Name:.....

Year Group:..... **Pastoral Teacher:**.....

Positive behaviour re-enforcers (things the student likes/enjoys)

Situations which potentially challenge the student (triggers)

Description of challenging behaviours presenting risk to self/peers/staff/property/all (delete as appropriate)

De-escalation (calming) strategies

Agreed, appropriate positive handling techniques

Caring C guide
Friendly hold
Single elbow
Figure of 4
Double elbow

Notes e.g. Number of staff, location, standing seated etc.

Recovery and relationship repair strategies

Signed: Signed:
Key Stage Manager Student

Date:..... SMT Meeting.....

Appendix 5

About Restorative Language

When faced with conflict or upset our first response will be:

What happened?

What were you thinking at the time this happened?

What do you think now?

Who has been affected by this and how?

What needs to happen to put this right?

Other examples of restorative language are:

We need to discuss what's just happened.

What would you think if this happened to you?

When you did that what were you trying to achieve?

What do you think you did achieve?

What could you do differently next time so you achieve your goals without upsetting others?

**Please feel free to contact us on
enquiry@restorativejustice4schools.co.uk
www.restorativejustice4schools.co.uk**

How do restorative approaches benefit my child and school?

Help develop a happier more harmonious environment where the focus is on learning not conflict.

Encourage young people to recognise harm caused and resolve their own conflicts in an appropriate and supportive way.

Allow children and young people to develop strong conflict resolution skills, learn about their own behaviour and it's affect on others.

Allow schools to become solution focused, concentrate on teaching, keep young people in school where they can support them to change inappropriate behaviour in a way that is fair and safe for everyone.

Restorative Justice
4 Schools Ltd

**Information for Parents and Carer's - What are
Restorative Approaches and how do they affect your child?**

Creating Positive Outcomes from Negative Behaviour

Restorative Approaches and Restorative Justice Conferencing

- Your son/daughter/ward's school has started to use a process called Restorative Approaches to improve behaviour. This leaflet may help you understand some of the things they may come home and talk to you about.

- Your child may tell you that their classes are working together to build community and develop social and communication skills. To do this we have introduced some new ideas for example our pupils will [check in and check out](#) at different times of the day or week.

We may continue or develop a Peer Mentoring/Mediation scheme within school and your child may be invited to take part or may wish to speak to a [Peer Mentor/Mediator](#) if they are concerned about something at school.

You may notice a difference in the language that is used in school. [Restorative language](#) is a positive, respectful way of communicating and we will expect everyone within school to use it - both staff and pupil - and we hope that you will respect this when you come into school.

Your child may be invited to attend a [Restorative Justice Conference](#) to resolve a conflict that they are having at school. This is a meeting with those involved to:

-
- [discuss what is happening](#)
- [Look at who has been affected](#)
- [decide how it can be resolved](#)
- [find a way forward that avoids resentment](#)
- [in a way that is fair to everyone](#) -

To ensure that those who have been engaging in poor behaviour can be held accountable they will be expected to take responsibility for their actions before the meeting starts.

This allows your school to:

- Support those engaging in harmful behaviour so they are able to change that behaviour in a way that also holds them fully accountable.
- Normally during a conference a contract is made, this will list the actions that people need to agree on and carry out for the conflict to be resolved. Someone within school will monitor this agreement to see that everyone is keeping to it.

You may also be invited to attend a conference if you feel that it would be useful for your child if you were there.

Restorative Justice Conferencing is not new. Many schools have used it for over 20 years. It has already been proved to enable schools to improve their behavior. Your child's school may also use restorative conversations, restorative rules for lessons and classroom conferences.

Schools that have adopted this approach have found that they have been able to:

Improve

Behaviour
Learning
Attendance

Reduce

Exclusions/Detentions
Disruptive behaviour
Conflict
Bullying

Develop

Truth Telling
Responsibility
Accountability
Empathy
Emotional Literacy
Conflict Resolution Skills
Positive Learning Environment