

# Behaviour & Relationship Policy

<b>Date to be reviewed</b>	September 2025
<b>Policy Status</b>	Statutory
<b>Responsible member</b>	Mr S Carrington

This policy applies to all stakeholders on the Henlow Academy site.

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Staff, parents and governors of Henlow Church of England Academy have the highest expectations of positive behaviour at all times as we believe that this reflects our ethos based on the values of Honesty, Enthusiasm, Nurture, Love, Originality and Wisdom. A positive attitude is also central in allowing pupils to make excellent academic progress. This is based on the respect that we have for ourselves and each other, as people created in the image of God which promotes positive relationships. Our core principle is that as a community, "we are here for the business of learning" and any behaviour which adversely affects this will be addressed quickly, effectively and consistently.

## **Commitment to Teaching & Learning**

### **Staff Commitment**

- Begin and end lessons on time and in a calm and controlled manner
- Create clear, differentiated, challenging and achievable learning objectives for pupils of all ability in every lesson
- Use a variety of teaching styles and activities within a stimulating learning environment.
- Value pupils work through regular monitoring, praise, effective feedback and marking and effective application of the rewards element of this policy
- Communicate effectively and courteously with parents to support learning and progress
- Uphold uniform standards and support pupils and parents with this as needed.
- Support students and parents who are struggling with accessing resources such as books, equipment.
- Set regular homework on Edulink and record where a pupil has done well or not completed this
- Provide access to homework clubs to support homework

### **Pupil Commitment**

In addition to our Henlow values of Honesty, Enthusiasm, Nurture, Love, Originality and Wisdom, pupils should be;

- Punctual - Arrive on time to lessons and enter the room quietly
- Presentable – Smart and correct uniform
- Polite – Be respectful of and help one another, listen carefully to and follow instructions
- Prepared - Arrive to lessons fully equipped, focussed and ready to enjoy learning

- Positive – 100% engaged and committed to doing your best and resilient in the face of challenge

### **Parental Commitment**

- Support a positive attitude to learning
- Equip your child for a positive day ensuring they have breakfast before school and provision for lunch
- Ensure your child has all necessary equipment every day
- Inform the tutor of barriers to learning and/or wellbeing at the earliest opportunity
- Always contact the tutor as a 'first port of call' and the class teacher directly if there are any concerns, questions and queries about something that has happened.
- Support learning through reviewing homework, checking Edulink and attending parents' evenings
- Be familiar with and support the school's policies regarding behaviour for learning and attendance.
- Be familiar with and support the school's uniform policy
- Communicate with the school in a courteous manner

### **Mobile Phones and Social Media**

Students are permitted to bring a mobile phone to school if they wish, for some this is useful for communicating with parents/carers on their journey to and from school.

Students are not permitted to use their mobile phones whilst on the school premises unless with the express permission of a member of staff.

If a mobile phone is seen or heard whilst on school premises, the student will initially be directed to put it away, if the behaviour persists, the mobile phone will be confiscated until the end of the day and returned to the student. If the behaviour persists the mobile phone will be confiscated until the parent/carer can collect it. If there are repeated or serious infractions (such as taking photos, filming or recording without permission and/or consent) the mobile phone will not be permitted in school.

The use of filming or recording tools whilst on site is forbidden unless with the express permission of the member of staff.

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The subject being filmed is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **Online filtering and Monitoring**

Henlow CE Academy uses Netsweeper and Impero to monitor student use of the internet whilst in school. Reports of inappropriate searches are sent to the DSL who liaises with class teachers, Heads of Year and form tutors to address incidents. The nature of the search is recorded in CPOMS along with the resulting actions. Actions could include conversations with the student, the parents/carers, lunch or after school restorative actions, withdrawal from lessons or limitations around ICT usage might be imposed .

### **Rewards**

All pupils have different start points, it is important that rewards are based on positive community actions or on attainment and/or progress for the individual. With this in mind it is expected that different standards of work may be given the same reward where high levels of effort have been exerted. Pupils may be rewarded as follows:

- Non-verbal rewards such as thumbs up sign or a smile
- Verbal praise
- Certificates
- Informing Parents via Edulink, emails or calls home
- Displaying work
- Whole school Merit system
- Rewards such as dinner pass, non-uniform day, pit trip
- Head of Year, Head of Subject, Assistant Head, Deputy Head or Headteacher award
- Values Reward Cards
- School Colours and Sports Colours which are rewarded with Office Junior roles

Our aim is that on balance pupils are rewarded more than they are sanctioned. Pupils have a responsibility to work towards this end.

## Interventions and Sanctions

Henlow CE Academy is committed to promoting good behaviour, respect for the individual, preventing bullying and ensuring that all students can succeed by regulating the conduct of our students. However, we are also committed to safeguarding the interests of students against unfair or inappropriate interventions. Disciplinary sanctions will be reasonable and not breach any statutory requirement or prohibition. This includes the legislation on SEN, disability, race and other equalities and human rights. We will also take account of the pupil's age, any special educational needs or disability the pupil may have, and any religious requirements affecting the student.

Our core principle is that "we are here for the business of learning", "we" includes staff and pupils and our actions should not adversely impact on the learning of oneself or of others. It is essential that before referring to the intervention stages detailed below, that we as teaching staff have taken all reasonable steps to ensure that our behaviours and planning have allowed for the special educational needs of pupils and that we are modelling the behaviours we want from pupils.

Where disruption to learning occurs and pupils cease to manage their own behaviours according to our expectations, pupils will be managed as detailed below, it should be noted that there may be a more serious infraction of Henlow expectations of behaviour that necessitates bypassing the lower intervention stages and that we will need to adapt to individuals.

### Intervention Stages

Intervention Stage	Teacher Intervention	Follow up
C1	Rule reminder	<ul style="list-style-type: none"><li>• N/A</li></ul>
C2	Restorative intervention	<ul style="list-style-type: none"><li>• Restorative conversation to explore how the behaviour has interrupted the business of learning and clarify what the desired behaviours are.</li></ul>
C3	Class Teacher restorative action	<ul style="list-style-type: none"><li>• 10 minutes at break or 10 minutes at break and 30 minutes at lunch. The class teacher must record in Edulink and a restorative conversation.</li></ul>

C4	Assistance Required*	<ul style="list-style-type: none"> <li>• The member of staff on duty is called to remove the pupil.</li> <li>• Class teacher records the incident in Edulink.</li> <li>• An restorative action after school</li> </ul>
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\* Where a student is removed from a lesson using the Assistance Required mechanism, they will be withdrawn from lessons until they are in a position where they are able to access learning safely again. Students may be placed with an appropriate member of staff or be placed in the Student Development Centre.

NB: It is not Henlow Academy Policy to set whole class detentions. Where students have a Time Out Card, they should go to the relevant designated member of staff or agreed time out space.

### Expectations Outside the Classroom

<p><b><u>Henlow CE Academy site</u></b> Break and lunch times are considered an extension of learning and behaviour should be appropriate and respectful at all times. Pupils should:</p>	<ul style="list-style-type: none"> <li>• Not be on site before 8.35am except breakfast club</li> <li>• At the warning bells in break and lunch (10:35 and 13:30) students should prepare for the start of lessons (10:40 and 13:35)</li> <li>• Walk between lessons quickly and sensibly without running.</li> <li>• Talk quietly to avoid disturbing other activities in school</li> <li>• Food/Drinks should be consumed at lunch and break times in specified areas only. There should be no sweets or energy drinks.</li> <li>• Where students are found to be consuming items outside of the designated area, the items will be confiscated and disposed of.</li> <li>• Long hair should be tied back all of the time.</li> <li>• Jumpers to be worn or carried not tied around the waist or draped over shoulders</li> <li>• Take care of your locker and provide a padlock</li> </ul>
<p><b><u>Travelling To and From School</u></b> Whilst travelling to and from pupils are considered to</p>	<ul style="list-style-type: none"> <li>• Enter and leave site through the gates to the front or rear of the site</li> <li>• No shouting, pushing, general silly behaviour</li> </ul>

<p>represent of Henlow CE Academy. Where necessary rewards or sanctions will be applied in school in line with this policy</p>	<ul style="list-style-type: none"> <li>• If you bring a bike to school, you must follow the Highway Code. There should be no cycling on the school site. Where students do not represent the school in a positive manner, they will be banned from bringing a bike to school.</li> <li>• Please do not bring skateboards, scooters, E scooters or similar items to school as we do not have facilities to store them appropriately</li> <li>• Pupils that use the CBC managed bus routes to and from school must adhere to the safe travel rules outlined by CBC. The Academy will work with the local authority and bus companies to ensure safety on buses.</li> </ul>
<p><b><u>Workshops, Trips &amp; Visits</u></b> Any necessary rewards or sanctions will be applied on return to school in line with this policy.</p>	<ul style="list-style-type: none"> <li>• Represent the school in a positive manner by being respectful to external staff including following all instructions in a timely manner.</li> <li>• Respect the environment by not making excessive noise or dropping litter</li> <li>• Do not use a mobile device or other electronic equipment unless instructed to do so by a member of staff.</li> </ul>

### Reflection Room

The purpose of the reflection room is to provide a space for students to reflect on negative behaviour and to ensure that they are regulated and able to behave in a way that is conducive to our expectations.

The reflection room is used to:

- Support positive behaviour during break and lunch.
- Support behaviour management at a HoY level

Where student behaviour is unsafe or inappropriate, the student will be directed to attend the reflection room in room 300. The time that a student spends in reflection room will depend on the behaviour exhibited and the degree to which it is a repeated behaviour

### Significant & Sustained Behaviour Concerns



At times a pupils' behaviours may be considered to be so extreme that it is necessary to consider a withdrawal from lessons, suspension, alternative provision or permanent exclusion.

Decisions of this nature will be undertaken by the Head Teacher or delegated member of staff. Examples of a significant behaviour are, but are not limited to, the following:

- Violent or aggressive behaviour towards another student or member of staff or visitor
- Swearing or comments/actions of a sexual or discriminatory nature towards another student or member of staff or visitor
- Issues involving weapons/drugs/alcohol/smoking (including e-cigarettes and vaping)
- Sustained refusal to follow instructions

Where students are involved in repeat issues of serious nature or negative behaviour is sustained, interventions and sanctions will be escalated through a staged approach to managing behaviour and providing support mechanisms. See appendix 1 This is likely to be on a case by case basis, cases may start at different stages. We will also seek to implement mechanisms to support students.

### **Exclusions**

Exclusions can only be agreed by the Headteacher

Withdrawal	Before moving towards a fixed term exclusion, it may be considered appropriate to manage a period of withdrawal from lessons internally. Parents will be informed of the sanction
Suspension	<p>Suspensions are limited to a maximum of 45 days in one academic year. Most should be in the order of 1-5 days. A suspension represents an opportunity for a cooling-off period or for rules and expectations to be consolidated with parents or for conditions for the child to remain in school to be reinforced with the child and their parents.</p> <p>A reintegration meeting, arranged by the school, must take place at the end of any suspension, between the student, the parents, Head of Year and/or a member of the Senior Leadership Team. Other key staff may also be present where appropriate.</p>

Alternative Provision	The school has the power to direct a student to an appropriate alternative provision or negotiate a managed move with another school if this is deemed appropriate.
Permanent Exclusion	The arrangements for permanent exclusions are covered by the LA regulations.

## Whole School Information

### Appeals Procedure

In all cases, parents will be informed of a fixed term or permanent exclusion by letter which will detail what the responsibilities of the parents, pupils and the Academy. It will also outline what to do if you disagree with the exclusion.

If a fixed term exclusion is for 5 days or fewer, parents can ask the governing body to hear their views, but they cannot overturn the headteacher's decision.

You can ask the academy's governing body to overturn the exclusion if either:

- Your child has been excluded for more than 5 days
- The exclusion means that the pupil will miss a public exam or national test

The arrangements for permanent exclusions are covered by the LA regulations.

### Power to Search

Staff have the power to search a student if we suspect them of carrying a weapon\*, alcohol, controlled drugs, stolen property, pornography, cigarettes, vapes, drug or smoking paraphernalia, fireworks or anything likely to cause an injury.

\*For the purpose of this policy a "weapon" is any firearm of any description including starting pistols, air guns, replica or toy guns or knives, any bladed object including pocket knives, craft knives, scissors, pencil sharpener blades or item that could be weaponised.

Explosives, including fireworks, aerosol sprays, lighters and matches; laser pens or other objects. Any object manufactured for a non-violent purpose that has a potentially violent use, if, in the circumstances, the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.

- A second person must be present who is of the same sex as the pupil searched.

- A student that refuses to be screened for suspected possession of offensive weapons, will be refused entry to the school and this will be recorded as unauthorised absence
- A pupil's possessions can be searched without consent and the search witnessed by staff of the same or the opposite sex to the pupil; the pupil must be present.
- If we have reason to believe that a student is under the influence of vape/drug/smoking paraphernalia we will contact parents

### **Power to use Reasonable Force**

Every member of staff at Henlow CE Academy has the power to discipline "pupils for breaches of school rules, failure to follow reasonable instructions or other unacceptable conduct.

A number of staff have undertaken Team Teach training, certification will be stored in HR files and is valid 29th September 2026. The staff members listed are: Niki Robson, Jess Hill, Trudy Kelly, Rachel Lewis, Angela Curran, Lisa Howkins, Steve Carrington, Sabrina Towersey, Sandie Shaw, Nicola Hilton and Gareth Baxter

On some occasions a teacher may use, such force as is reasonable in the circumstances "for the purpose of preventing a pupil from doing or continuing to do any of the following:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the pupil themselves)
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
- The power to discipline is applicable to any pupil at a school where education is provided for them, and also to misbehaviour by pupils outside school premises when they are not in the lawful control or charge of a member of staff.

Where it is known that a particular student may have a particular disability or SEN which makes it more likely for the use of force to be required in order to control behaviour an individual risk assessment will be carried out. The relevant staff will also receive the appropriate training in the use of force. It is unacceptable and unlawful to use force as a punishment.

Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching 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

For further information please see Appendix 2

## Appendix 1

Where a pupil's behaviour adversely impacts on their learning or the learning of others, we will provide support through interventions designed to ensure that we are doing everything we can reasonably be expected to allow a pupil to thrive and achieve. The interventions below are not exhaustive and will not all be used in all cases.

Stage	Rationale & who	Interventions	Evidence
1	These are the actions that a <b>Class Teacher</b> would be expected to undertake and to evidence that everything is being done to meet the needs of the child.	<ul style="list-style-type: none"> <li>• Talk to the pupil</li> <li>• Check that SEND has been met</li> <li>• Check that behaviour plan is being followed</li> <li>• Check with designated safeguarding lead</li> <li>• Change of seating plan</li> <li>• Individual targeted support</li> <li>• Use of the C1 - C4 interventions process</li> <li>• Contact with home</li> <li>• Discussion with HoD for support</li> </ul>	<ul style="list-style-type: none"> <li>• Record in Edulink</li> <li>• Planning</li> <li>• Record of phone conversation/email/meeting notes</li> </ul>
2	<b>Single Subject Issue</b> Referral is made by the <b>class teacher</b> when the pupil does not improve their behaviour despite the interventions identified being implemented. The pupil moves to stage 2 when this is agreed with the <b>Head of Department</b>	<ul style="list-style-type: none"> <li>• Review prior support and interventions</li> <li>• Interrogate Edulink and talk to the FT/HoY to ascertain whether the pupil's behaviour is subject specific</li> <li>• Talk to the pupil</li> <li>• Contact with home</li> <li>• Subject report</li> <li>• Check that SEND has been met</li> </ul>	<ul style="list-style-type: none"> <li>• Record in Edulink</li> <li>• Record of phone conversation/email/meeting notes</li> <li>• Report card</li> <li>• Observation/learning walk notes</li> <li>• Time out card usage</li> <li>• Date of group change</li> </ul>

	<p>Where the behaviour of the pupil is isolated to one subject area, the <b>Head of Department</b> would be expected to undertake and to evidence that everything is being done to meet the needs of the child.</p>	<ul style="list-style-type: none"> <li>• Check that behaviour plan is being followed</li> <li>• Check with designated safeguarding lead</li> <li>• Observe the pupil/carry out learning walk</li> <li>• Time out card (refer directly to the HoD) before</li> <li>• Reflection with the class teacher regarding triggers - e.g particular activities, seating plan, time of day etc</li> <li>• Change of group</li> <li>• Temporary removal from subject</li> </ul>	
	<p><b>Multiple Subject Issue</b> Referral is made by the <b>class teacher</b> when the pupil does not improve their behaviour despite the interventions identified being implemented. The pupil moves to stage 2 when this is agreed with the <b>Form Tutor</b>.</p> <p>Where the behaviour of the pupil occurs across subject areas, the <b>Form Tutor</b> would be expected to undertake and to evidence that everything is being done to meet the needs of the child.</p>	<ul style="list-style-type: none"> <li>• Review prior support and intervention</li> <li>• Talk to the pupil</li> <li>• Contact with home</li> <li>• RAG the pupils timetable with the pupil and with regard positive and negative behaviour</li> <li>• Positive report</li> <li>• Time out card (refer directly to the form tutor)</li> <li>• Referral to CPR</li> <li>• Observation/learning walk</li> <li>• Start a google doc for class teachers to identify triggers</li> <li>• Refer to vulnerable groups</li> </ul>	<ul style="list-style-type: none"> <li>• Record in Edulink</li> <li>• Record of phone conversation/email/meeting notes</li> <li>• Report card</li> <li>• Observation/learning walk notes</li> <li>• Time out card usage</li> <li>• Google docs</li> <li>• Vulnerable Groups notes</li> </ul>

		<ul style="list-style-type: none"> <li>• If behaviour is at break/lunch is there a clubs timetable</li> </ul>	
3	<p>Referral is made by the <b>Form Tutor</b> when the pupil does not improve their behaviour despite the interventions identified being implemented. The pupil moves to stage 3 when this is agreed with the <b>Head of Year</b>.</p> <p>Where the behaviour of the pupil occurs across subject areas, the <b>Head of Year</b> would be expected to undertake and to evidence that everything is being done to meet the needs of the child.</p>	<ul style="list-style-type: none"> <li>• Review prior support and intervention with appropriate staff</li> <li>• Talk to the pupil</li> <li>• Contact with home</li> <li>• Complete a round robin</li> <li>• Discussion Line Management meeting</li> <li>• Observation/learning walk</li> <li>• Time out card (refer directly to <b>Head of Year</b>)</li> <li>• Completion of Individual Crisis Management Plan (ICMP)</li> <li>• Change of groups (in collaboration with <b>Heads of Departments</b>)</li> <li>• Appropriate referrals to internal and external agencies</li> <li>• If behaviours are at break/lunch BSP</li> <li>• Temporary removal from hotspots</li> <li>• Change of form groups</li> <li>• Formal behaviour contract</li> </ul>	<ul style="list-style-type: none"> <li>• Record in SIMS</li> <li>• Record of phone conversation/email/meeting notes</li> <li>• Report card</li> <li>• Observation/learning walk notes</li> <li>• Time out card usage</li> <li>• Google docs</li> <li>• Vulnerable Groups notes</li> <li>• ICMP</li> <li>• Timetable/class/group changes</li> <li>• Minutes from meetings with internal/external agencies</li> <li>• BSP</li> </ul>
4	<p>Referral is made by the <b>Head of Year</b> when the pupil does not improve their behaviour despite the interventions identified being implemented. The pupil moves to</p>	<ul style="list-style-type: none"> <li>• Review prior support and interventions with appropriate staff</li> <li>• Talk to the pupil</li> <li>• Review the formal behaviour contract</li> </ul>	<ul style="list-style-type: none"> <li>• Record of phone conversation/email/meeting notes</li> <li>• Report card</li> <li>• Formal record with Access and Inclusion</li> </ul>

	stage 4 when this is agreed with the <b>Deputy Head</b> .	<ul style="list-style-type: none"> <li>• Involvement of Access and Inclusion from CBC</li> <li>• Meet with parents/carers to discuss the possibility of a managed move</li> </ul>	
<b>5</b>	Referral is made by the <b>Deputy Head</b> when the pupil has not made the required change despite the interventions identified being implemented. The pupil moves to stage 5 when it is agreed with the <b>Head Teacher</b> that the pupil can no longer maintain a place at the Academy.	<ul style="list-style-type: none"> <li>• Alternative provision secured</li> <li>• Managed move secured</li> <li>• Permanent exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Completed paperwork</li> <li>• County informed through access and inclusion</li> <li>• Pupil files transferred to next educational establishment</li> <li>• Pupil off roll</li> </ul>

## Appendix 2

### Positive Handling Policy

Staff at this school are trained to look after the pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property. If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy. Any parents wishing to view this policy may do so on request.

### Introduction



The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a pupil. The term 'physical restraint' is used when force is used to overcome active resistance. These are referred to as 'Restrictive Physical Interventions' in national Guidance (DfES/DoH 2002). A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

Pupils with severe behavioural difficulties sometimes present a risk to themselves and others. Section 550A of the Education Act 1996 describes the circumstances in which teachers and others authorised by the Headteacher may use reasonable force to control or restrain pupils. Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline.

This policy details how we implement the guidance in this school. It should be considered alongside the most recent LEA policy statements and recent local and national guidance. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and absolutely necessary.

### **School Expectations**

The management takes seriously its duty of care towards pupils, employees and visitors to the school. Staff protection is an important part of child protection; both depend on confident and competent staff who feel supported by the management. This policy has a clear focus.

- The first and paramount consideration is the welfare of the children in our care.

- The second is the welfare and protection of the adults who look after them.

### **Positive Behaviour Management**

All physical interventions at this school are conducted within a framework of positive behaviour management. The school behaviour policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence bad behaviour and taking steps to divert behaviours leading towards foreseeable risk.

Pupils are encouraged to participate in the development of their own Positive Handling Plans by focusing on positive alternatives and choices. Parents are also encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur.

### **Alternatives to Physical Controls**

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for pupils to stop.
- Remind them about rules and likely outcomes.

- Remove an audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort pupils to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

### **Modifications to Environment**

Ideally, staff will not wait until a crisis is underway before conducting a risk assessment of the environment. We know that, very occasionally, some pupils at this school may exhibit extreme and possibly dangerous behaviour. In general, it is a good rule to keep the environment clutter free. This may mean giving consideration to secure storage for a range of everyday objects when they are not being used. For example:

- What small items are available to an angry pupil who may be tempted to use them as missiles?
- What objects are available to be used as blunt instruments?
- Do they all need to be left out all the time?
- Are there sharp edges or corners which present a risk?
- Is the design arrangements or furniture safe and appropriate for pupils who exhibit extreme behaviour?
- Is there a comfortable place to sit with an agitated pupil?
- Are protocols in place to encourage angry pupils to take themselves to a safer place?

### **Help Protocols**

The expectation at this school is that all staff should support one another. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed,

getting somebody else or looking after somebody else's group. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. They need to agree scripts so that all parties understand what sort of assistance is required and what is available.

### **Well Chosen Words**

A well-chosen word can sometimes avert an escalating crisis. When pupils are becoming angry there is no point in getting into an argument. Telling people to calm down can actually wind them up. Pointing out what they have done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

### **The Last Resort Principal**

At this school we only use physical restraint when there is no realistic alternative. National guidance is clear:

"If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen some time in the predictable future."

*Para 10 Page 4 Department of Health – 1997 – "The Control of Children in the Public Care: Interpretation of the Children Act 1989" – London: H M S O*

We expect staff to conduct a risk assessment and choose the safest alternative. We also expect staff to experiment and think creatively about any alternatives to physical intervention which may be effective.

### **Proactive Physical Interventions**

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is an agreed part of the Positive Handling Plan. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

### **Reasonable and Proportionate**

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

### **Unreasonable use of Force**

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should pupils be deliberately subjected to undignified or humiliating treatment. Other than as a one-off emergency measure to protect health and safety, force should never be used to keep a pupil secluded. Seclusion is only lawful by specific court order and cannot become part of a planned strategy at this school.

### **Team Teach**

Some staff at Meppershall Academy working closely with pupils are trained in the pre-emptive and responsive positive handling strategies and techniques of Team Teach, to complement the behaviour management approaches and strategies reflected in the School Behaviour Policy. Further details of the Team Teach approach can be found in the Beormund Team Teach documents and the Team Teach website ([www.team-teach.co.uk](http://www.team-teach.co.uk)).

### **Health and Safety**

If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported to the person responsible for Health and Safety in the school. We all have shared

responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk. Sometimes things go wrong even when we make our best efforts to do the right thing. Sometimes we are faced with unpalatable choices. In these circumstances we have to try and think through the outcomes of the options available, balance the risks and choose whatever course of action which seems to involve the least risk.

As a minimum requirement, in order to comply with health and safety legislation, each employee has a responsibility to ensure that they are conversant with school policy and guidance, and to cooperate to make the school safer. It is also a requirement that they participate in training if they are directed to do so. This does not necessarily mean that all staff can be involved in all the physical activities. The non-physical aspects of positive handling training are crucially important too.

When considering a pupil's behaviour staff should think about the following questions:

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

### **Risk Assessment**

Informal risk assessments should be a routine part of life for staff working with pupils who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else.

Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the pupils concerned. Confidence and competence are often related to the level of staff training. Other than in an emergency, Team Teach trained staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt. In this the correct decision is to hold back from the physical controls.

### **Getting Help**

At this school the following support structures are in place:

- SEND support plans and Behaviour Support plans are kept in each classroom to ensure all relevant information about each pupil is available to all members of staff working with them.
- Use of Red card system and Walkie-talkies for when asking for help
- Debrief sessions after a crisis with the pupil(s) involved, reflecting on how crisis was managed by all involved and identifying any points for review or learning.
- Termly refresher meetings between staff trained in Team Teach strategies and techniques

### **Positive Handling Plans**



Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Positive Handling Plan. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. Positive Handling Plans should be considered alongside the Statement and any other planning documents which relate to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special need and social context. Positive Handling Plans should result from multi-professional collaboration and be included in a Pastoral Support Plan or IEP.

### **Responding to Unforeseen Emergencies**

Even the best planning systems cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences. The key principles are that any physical intervention should be:

- in the best interest of the child;
- reasonable and proportionate;
- intended to reduce risk;
- the least intrusive and restrictive of those options available which are likely to be effective.

Whenever a physical intervention has to be made there should be a verbal warning. Where possible, staff should always attempt to use diversion or defusion in preference to physical interventions. They should only use the techniques and methods approved for use in this school/those they are trained in. In general, if staff act in good faith and their actions are reasonable and proportionate, they will be supported.

## **The Post Incident Support Structure for Pupils and Staff**

Following a serious incident, it is the policy of this school to offer support for all involved. People take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. All injuries should be reported and recorded using the school's systems. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be found to repair relationships. When careful steps are taken to repair relationships a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. When time and effort are put into a post incident support structure the outcome of a serious incident can be learning, growth and strengthened relationships.

## **Complaints**

It is not uncommon for pupils to make allegations of inappropriate or excessive use of force following an incident. The school has a formal Complaints Procedure. Pupils should be reminded of the procedure and encouraged to use the appropriate channels. The complaints policy applies equally to staff. We are an open school and promote transparent policy and practice in order to protect the interests of staff and pupils alike. Any staff concerns regarding the welfare of

children should be taken to the designated person for child protection. Any safety concerns should be reported to the designated person for Health and Safety.

### **Training**

Teachers and anyone authorised by the Headteacher who are expected to use planned physical techniques should be trained. This school has adopted the Team Teach Model of training. Margaret Newman, Geraldine Palmer, Jo Mitchell, Michelle Allen, Lena Papapetrou and Hazel Cowie have completed Team Teach Positive Behaviour Training, Level 1. All training courses have been fully accredited by the British Institute of Learning Disabilities (BILD) in accordance with DfES and Department of Health guidance. Positive handling training is always provided by qualified instructors with rigorous guidelines.

### **Recording**

Whenever overpowering force is used the incident must be recorded using CPOMS. All staff involved in an incident should contribute to the record which should be completed as soon as possible after the event.

### **Monitoring and Evaluation**

The Headteacher will ensure that each incident is reviewed and instigate further action as required. The school incident log is open to external monitoring and evaluation.

### **Follow Up**

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the Positive Handling Plan, behaviour management policy or this Positive Handling Policy. Any further action in relation to a member of staff, or an individual pupil, will follow the appropriate procedures. (See staff and pupil disciplinary policy)

**We are here for the business of learning**

participation  
calm community variety collaboration  
love healthy polite  
imagination engaged organisation  
kindness original pride helpful  
punctual determination focus  
obedient understanding independent contribute tolerance  
growth behaviour support creative success  
kind respect sensible  
diligent patience concentration quiet  
interesting effort engaging educational prepared  
inclusion smart exploring focussed fun  
hard-working resilient  
listening willingness enthusiasm responsibility  
formal posture enjoyable positive persistence

**HONESTY - ENTHUSIASM - NURTURE - LOVE - ORIGINALITY - WISDOM**

# SANCTIONS

**Rule Reminder**

**C1**

NO FURTHER ACTION  
A CHANCE TO CHANGE  
YOUR BEHAVIOUR.

**Restorative Intervention**

**C2**

RESTORATIVE CONVERSATION TO  
EXPLORE HOW YOUR BEHAVIOUR  
HAS INTERRUPTED THE BUSINESS  
OF LEARNING AND HOW YOU ARE  
EXPECTED TO BEHAVE.

**Class Teacher Restorative Action**

**C3**

10 MINUTES AT BREAK AND/  
OR 30 MINUTES AT  
LUNCHTIME IN  
REFLECTION ROOM.

**AR**

**C4**

AR AND/OR 60 MINUTES  
AFTER SCHOOL  
REFLECTION.



# REWARDS

## MERITS



25, 50 & 75  
= CERTIFICATES  
100, 150, 200 & 300  
= CERTIFICATE AND PIN BADGE  
GIVEN OUT BY YOUR HEAD OF  
YEAR IN ASSEMBLIES. ALL  
STUDENTS WHO GET OVER 200  
MERITS GET AN ENTRY IN THE  
ULTIMATE PRIZE DRAW IN THE  
SUMMER ASSEMBLY.

## ATTENDANCE AWARDS



ATTENDANCE MATTERS! BE IN  
SCHOOL TO ACHIEVE 98% AND  
ABOVE ATTENDANCE FOR THE  
WHOLE SCHOOL YEAR TO GAIN  
YOUR PLACE ON THE  
ATTENDANCE ROLL OF HONOUR  
AND AN ENTRY IN THE  
ULTIMATE PRIZE DRAW IN THE  
SUMMER ASSEMBLY.

## VALUES REWARD CARD



DEMONSTRATE THE HENLOW  
VALUES IN OR OUTSIDE OF  
LESSONS. WHEN YOU HAVE  
COLLECTED ALL 6 VALUES, HAND  
THE CARD IN AT THE HUB TO GET  
1 ENTRY INTO THE TERMLY  
RAFFLE, PER COMPLETED CARD,  
TO WIN A £10 VOUCHER AND AN  
ENTRY IN THE ULTIMATE PRIZE  
DRAW IN THE SUMMER ASSEMBLY.

## SPORTS AWARDS



PARTICIPATE IN SPORTS CLUBS  
THROUGHOUT THE SCHOOL  
YEAR FOR THE OPPORTUNITY  
TO WIN A RANGE OF AWARDS  
AT OUR ANNUAL SPORTS  
AWARD EVENING.

## HEAD OF DEPARTMENT AWARD



PRAISE POSTCARD AWARDED  
BY THE HEAD OF DEPARTMENT  
FOR EITHER A PIECE OF GREAT  
WORK OR ACHIEVEMENT. EACH  
AWARD GETS 1 ENTRY INTO A  
HALF TERMLY DRAW TO WIN A  
£10 VOUCHER AND AN ENTRY IN  
THE ULTIMATE PRIZE DRAW IN  
THE SUMMER ASSEMBLY.

## HEAD OF YEAR AWARD



PRAISE POSTCARD AWARDED  
BY YOUR HEAD OF YEAR FOR  
EITHER A PIECE OF SUPERB  
WORK OR ACHIEVEMENT. EACH  
AWARD GETS 1 ENTRY INTO A  
HALF TERMLY DRAW TO WIN A  
£10 VOUCHER AND AN ENTRY IN  
THE ULTIMATE PRIZE DRAW IN  
THE SUMMER ASSEMBLY.

## SLT AWARD



CERTIFICATE AWARDED TO YOU  
BY A MEMBER OF SLT FOR  
EITHER A PIECE OF  
OUTSTANDING WORK OR  
ACHIEVEMENT. EACH AWARD  
GETS 1 ENTRY INTO A HALF  
TERMLY DRAW TO WIN A £10  
VOUCHER AND AN ENTRY IN  
THE ULTIMATE PRIZE DRAW IN  
THE SUMMER ASSEMBLY.

## HEAD TEACHER AWARD



CERTIFICATE AWARDED TO YOU  
BY MRS EARP FOR EITHER A  
PIECE OF EXCEPTIONAL WORK  
OR ACHIEVEMENT. EACH AWARD  
GETS 1 ENTRY INTO A HALF  
TERMLY DRAW TO WIN A £10  
VOUCHER AND AN ENTRY IN  
THE ULTIMATE PRIZE DRAW IN  
THE SUMMER ASSEMBLY.

## KINDNESS AWARD



DEMONSTRATE GENEROSITY OF  
SPIRIT, CARING FOR OUR  
COMMUNITY AND EMBODYING  
OUR VALUES CONSISTENTLY.  
STAFF NOMINATE STUDENTS  
AND THEN A WINNER IS  
CHOSEN BY SLT TO RECEIVE A  
£100 CHEQUE IN THE  
CHRISTMAS ASSEMBLY.

## SUBJECT AWARDS



DEMONSTRATE COMMITMENT,  
PERSEVERANCE AND  
ENGAGEMENT IN YOUR  
LESSONS. CERTIFICATES ARE  
AWARDED TO STUDENTS BY  
SUBJECT DEPARTMENTS  
EVERY TERM FOR ATTAINMENT,  
PROGRESS AND HONOURABLE  
STUDENT AS WELL AS AN ENTRY  
IN THE ULTIMATE PRIZE DRAW IN  
THE SUMMER ASSEMBLY.

## MEERKAT AWARD



DEMONSTRATE SUPPORT AND  
CARE FOR OTHERS IN OUR  
COMMUNITY, PUTTING OTHERS  
BEFORE YOURSELF. STAFF  
NOMINATE STUDENTS AND  
THEN A WINNER IS CHOSEN BY  
SLT TO RECEIVE THE MEERKAT  
AWARD IN THE EASTER  
ASSEMBLY.

## AWARDS EVENING



A RANGE OF AWARDS ARE  
GIVEN OUT AT AN AWARDS  
EVENING TO YEAR 11 STUDENTS,  
WHO HAVE DEMONSTRATED  
EXCELLENCE OR CONSISTENT  
COMMITMENT TO A SUBJECT,  
NOMINATED BY SUBJECT  
DEPARTMENTS.