



**The Dales School**  
*North Yorkshire*

# **Behaviour, Discipline and Anti-Bullying Policy and Behaviour Principles**

**Person responsible:**

Headteacher

**Reviewed and approved by Full  
Governing Body:**

October 2022

**Next Review Date:**

October 2023

**Signed**.....

**Date:** .....

## **Written statement of behaviour principles**

### **Rationale and purpose**

1. This statement was written and approved by the Governing Body. It will be reviewed annually, in line with the Department for Education guidance, and in line with the School's Behaviour Policy.
2. This statement has been written in accordance with the Education and Inspections Act 2006, and DfE guidance Behaviour and Discipline in Schools, January 2016.
3. The purpose of this statement is to provide guidance for the Headteacher in updating and maintaining the school Behaviour Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents for the pupils in the school as well as taking full account of law and guidance on behaviour matters.

### **We, the governing body of The Dales School believe that:**

- All members of our school community should be able to feel safe, learn and achieve in a school environment that supports best holistic outcomes
- We value the importance of strong and positive relationships among all members of our school community so that everyone feels welcome, valued and included
- We have high expectations of everyone and we will actively promote equality for all, in all aspects of school life, regardless of disability, race, gender, age, sexuality, sexual orientation, religion/belief, relationship status or pregnancy. Every member of our school community has the right to feel safe, to thrive and succeed
- All staff will encourage positive behaviour through high expectations with a focus on learning, offering appropriate praise and celebration of positive outcomes
- Staff will be clear in their expectations of positive behaviours and communicate these effectively and consistently at all times, using the full range of strategies to ensure that all behaviour support is pupil centred
- Staff are provided with a broad range of training to ensure that they are competent to support the pupils and meet their needs. This includes Securicare training in de-escalation and positive handling techniques
- The school's duty of care to keep all members of the community safe extend to a consistent application of policy and practice both on the school site, and during all off-site learning activities.
- The school will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or from further harming, themselves or others
- Given the importance of the safety of all of the school community, the Governing Body support the school's authority to permanently exclude where the pupil's safety and that of other pupils and staff cannot be maintained
- All behaviour support strategies and interventions are a collaborative approach and a 'team around the child/young person' ethos involving all stakeholders, including the young person where appropriate.
- All such difficult situations will be handled with the utmost respect and sensitivity, of all individuals involved
- The school regularly reviews behaviour incidents on CPOMS and in conjunction with the class teacher and class teams, to identify concerns and to consider personalised or small group / cohort interventions
- The school's Behaviour Policy and NYCC Guidance for Safer Working Practice will be applied with consistency and fairness at all times, and in relation to each individual situation.

## The Dales School Behaviour, Discipline and Anti Bullying Policy

This policy applies to all school staff and adults such as volunteers authorised by the Headteacher who have contact with pupils who are in the care of school, both on and off-site.

### **Rationale**

The aim of The Dales School is to facilitate the best holistic outcomes for each pupil. In order to achieve this, the school provides a broad and balanced curriculum within the context of an ethos, which emphasises the development of socially appropriate behaviour and an environment free from bullying. The environment and other external factors, along with intrinsic physiological influences will have a significant impact upon a pupil's wellbeing, which will then impact upon their behaviour. Behaviour is also a form of communication. It is important to give consideration to the underlying motivation for pupils' behaviour and to consider how it is maintained or developed, appropriately or inappropriately, by those involved with the pupil whether peers or adults. The influence of antecedents, models, feedback and reinforcement all need to be considered. In addition, pupils should be encouraged to accept responsibility for themselves and their actions towards the development of socially appropriate behaviour. Behaviour and discipline should be seen as closely related to self-esteem.

### **Aims**

- To ensure that pupils' basic needs are met so that they can access learning
- To provide a broad, balanced and stimulating curriculum that meets individual needs and provides positive motivation.
- To work towards reducing bullying and behaviours which create barriers to learning
- To respond consistently to behaviour, discipline and bullying in liaison with parents and other agencies.
- To give regular opportunities for specific positive feedback.

### **Equal Opportunities**

- In accordance with NYCC Policy, staff at the Dales School believes that all children, irrespective of class, ethnicity, religion or belief, gender, sexual orientation or special educational needs and disabilities should have access to appropriate curriculum and provision given their learning needs.

### **Guidelines**

- Responsibility for the development and implementation of the Behaviour Policy and for the monitoring of practice and procedures designed to promote positive behaviour management lies with the Headteacher, LMT and Governors of the school.
- All school staff have a pastoral role in supporting positive behaviour.
- The Home-School Agreement includes a statement that parents and carers will try to support school in promoting good behaviour and positive relationships (See Parent, Carer, Visitor and Visiting Professional 'Code of Behaviour' Policy).
- All staff receive the relevant training, which is included in the essential training for all staff in the CPD schedule. This supports them in all aspects of behaviour management, which include communication, positive handling and other behaviour management strategies and training pertinent to pupil need. Refresher training is accessed to maintain up to date knowledge, awareness and application.
- Where necessary pupils will have a BSP which outlines current and past behaviour and steps that need to be taken to support that pupil and also to keep others around them safe. BSPs are:

- \* Collaborative (parents, carers, other professionals) working documents which are reviewed at least every six months, or in dynamic response to a pupil's changing need.
- Readily available which are kept in classrooms/pastoral bases
- All behaviour support plans must be signed by a senior member of staff, the base team lead and parents/carers
- All staff have a responsibility to familiarise themselves with a pupil's BSP and updates; teachers need to consider a system on how information is shared and that all relevant people are aware of changes
- School staff are trained in positive handling and behaviour management strategies and techniques. Positive handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, diffusion and de-escalation and, as a last resort, the use of guides and/or holds. The Dales School applies positive handling strategies in accordance with Securicare, our accredited training provider.
- Serious incidents such as those relating to Child Protection or injury to individuals must be recorded and reported in line with school policy.
- Pupil concerns, including behavioural concerns, appear as a regular feature of the agenda at class team, middle leader and Leadership meetings.
- The school encourages development of confidence, self-esteem and self-advocacy via the whole school curriculum but in particular Personal Health and Social and Citizenship Education. Achievements are celebrated and shared. Individual class teachers may have their own reward systems such as star charts or stickers, appropriate to age and stage.

### **Discipline and Sanctions**

At The Dales School any disciplinary measures are taken with due respect for the special educational needs and disabilities of pupils and are presented as organic social consequences rather than a punishment or sanctions. Positive behaviour management strategies promote reinforcement of wanted behaviours and work to change socially inappropriate behaviours into more socially acceptable behaviours; better to say 'hands down' than 'stop hitting'. If consequences are used, they must be presented in a time-frame and manner appropriate to the needs and abilities of the pupil concerned, for example a verbal reward for good behaviour should be specific 'good listening' or 'good waiting' rather than 'good girl'.

It is illegal to use force as a punishment whatever the circumstances. However, if a pupil presents with challenging behaviours, and in the event that all other positive behaviour management strategies have been exhausted, and/or when the level of risk requires dynamic intervention, positive handling strategies may be used in order to keep everybody safe.

'Challenging Behaviour' is defined as:

'Culturally abnormal behaviour(s) of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit use of, or result in the person being denied access to, ordinary community facilities.' Source: Emerson, E (1995), cited in Emerson, E (2001, 2nd edition)

## **Use of Restrictive Interventions (Use of Positive Handling)**

As detailed in the DoE Guidance document 'Use of Reasonable Force, Advice for Headteachers, staff and governing bodies July 2013' school staff have the power to use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Prevent a pupil from harming themselves through physical outbursts.

Positive Handling may also be used to search for potentially dangerous items. There is no legal definition of reasonable force but Dales School staff will adhere to the principle that any use of force is a last resort when other strategies such as distraction and de-escalation have failed and must be reasonable, proportionate and necessary and in the best interest of the pupil; using minimal force for the minimum time possible. The use of positive handling may be low level such as guiding by the arm, medium level such as holding the hands of a self-injuring pupil while they calm or high level such as a two-person hold to prevent a pupil from harming themselves or others. Individual Behaviour Support Plans detail gradual and graded guides and holds and restraints that are most likely to be employed in addressing the specified behaviours; an incident which requires physical handling not specified in the plan will always trigger a plan review and update.

At the Dales School use of positive handling will be recorded and reported to parents if it has been used either at a level or in a situation not already discussed and described in the Behaviour Support Plan – unless doing so would have an impact on keeping the pupil safe.

## **Time Out and Seclusion**

There is a distinction between withdrawing a pupil from a situation causing anxiety and distress to a location where they can calm whilst being supported, Time Out which involves restricting access to positive reinforcements and Seclusion where a pupil is forced to spend time alone against their will. Both withdrawal and Time Out will be documented in Behaviour Support Plans as forming part of a behavioural programme and so parents/carers will have been consulted. Pupils will be encouraged to request withdrawal themselves if they are becoming anxious and need some quiet time, using their preferred means of communication. Seclusion should only be considered in exceptional circumstances as the right to liberty is protected by criminal and civil law. It is recognised that extreme challenging behaviours may necessitate the seclusion of a pupil as an exceptional measure. If so then the pupil must be secluded in a location where they can be supervised at all times and where they remain able to opt to leave their immediate surroundings. As anxiety levels and behaviours in some pupils may be heightened by the presence of an adult it may be appropriate to supervise the pupil through a viewing panel from outside the room. In either case a pupil in seclusion must be monitored by an adult at all times and removed from seclusion as soon as possible. Seclusion is never used as a sanction or punishment. If a pupil has been secluded as an emergency measure, then Leadership team/County behaviour specialist/class teacher will meet to conduct a risk assessment and plan strategies and

interventions to reduce the chances of the situation arising again. They will also review and update the Behaviour Support Plan.

There are a selection of rooms in school which may be used for withdrawal or Time Out as part of a planned behavioural intervention.

## **Bullying**

Bullying is defined as: Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. In the context of The Dales School, pupils' behaviour may cause hurt to others but it is unlikely that it will be caused intentionally. However, the school has signed the Anti-bullying Charter and will ensure that its principles are upheld. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. When this is the case staff should follow the school safeguarding policy.

Maintained schools and Academies are required to comply with the 2011 Equality Act and the Public Sector Equality Duty which requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Dales School ensures compliance by;

- Proactively gathering intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place e.g., talking to pupils about issues of difference, sometimes in lessons and through dedicated events or projects.
- Involving parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.
- Where appropriate, ensuring pupils understand the school's approach and making sure they are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- Regularly evaluating and updating procedures to take account of developments in technology and Social media.
- Where appropriate, implement disciplinary sanctions with due regard to the needs and abilities of individuals in order that the consequences of bullying reflect the seriousness of the incident and
- Where appropriate, openly discussing differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also, children with different family situations, such as looked after children or those with caring responsibilities. Schools will also teach children that using any prejudice-based language is unacceptable
- Making it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying
- Creating an inclusive environment by creating a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination
- Sharing information as necessary with other agencies in order to keep our pupils safe.

## **Bullying outside school premises**

Teachers have the power to implement consequences for pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. In all cases of misbehavior or bullying the teacher can only implement consequences for the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **Child on child sexual violence and sexual harassment**

As stated in KCSIE 2022, “all staff working with children are advised to maintain an attitude of ‘it could happen here’, and this is especially important when considering child-on-child abuse.”

All staff at The Dales School are committed to:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Any such incidents will be reported via the school’s reporting system.

## **Cyber-bullying**

The rapid development of, and widespread access to, technology has provided a medium for ‘virtual’ bullying, which can occur in or outside school. The wider search powers included in the Education Act 2011 enables teachers to tackle cyber-bullying by searching for and, if necessary, deleting inappropriate content on electronic devices, including mobile phones. School teaches safe use of technology (including social media) where relevant.

## **Prevent Duty**

From 1 July 2015 all schools, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have, ‘due regard to the need to prevent people from being drawn into terrorism’. This duty is known as the Prevent Duty.

In order for schools and childcare providers to fulfil the Prevent Duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from risk of radicalisation should be seen as part of schools’ and childcare providers’ wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. Schools and childcare providers can also build pupils’ resilience to radicalisation by promoting fundamental British Values and enabling them to challenge extremist views. It is important to emphasise that the Prevent Duty is not intended to stop pupils debating controversial issues.

If a member of staff has a concern about a particular pupil they should follow the school’s normal

safeguarding procedures, including discussing with the school's designated safeguarding lead, or making a referral (Cause for Concern Form (C4C Form), and where deemed necessary, with children's social care and/or the police.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

### **Exclusion**

The decision to exclude a student will be taken in the following circumstances:-

- (a) In response to a serious breach of the School's Behaviour, Discipline and Anti Bullying Policy;
- (b) If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.

Exclusion is an extreme sanction and is only administered by the Headteacher. Exclusion, whether fixed term or permanent may be used for serious incidents such as physical attacks on others, sexual assault and the supplying of illegal drugs. The School may consider police involvement for serious offences.

### **Exclusion procedure**

The Dales School would follow the Gov.uk Guidance School suspensions and permanent exclusions ([www.gov.uk](http://www.gov.uk)) and NYCC policy and procedures. If the exclusion is permanent, and if the governors uphold the Headteacher's decision, parents have the right of appeal to an Independent Appeal Panel. If the exclusion is for a fixed period and if parents think disability discrimination has occurred, they have the right to appeal, and/or make a claim, to the Special Educational Needs (SEN) and Disability Tribunal (SENDIST). <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>.

### **RESOURCES**

- Securicare Training Resources
- Anti Bullying Charter

*This policy has been written in line with:*

DfE Behaviour and Discipline in schools : guidance for governing bodies (Sept 2015)

DfE Behaviour and discipline in schools (Advice for headteachers and school staff) Updated-Sept 2022

DfE Preventing and tackling bullying (Advice for headteachers, staff and governing bodies) July 2017

DfE Use of Reasonable Force (Advice for headteachers, staff and governing bodies) July 2013  
Keeping Children Safe in Education 2022

### **Additional References**

Education and Inspections Act 2006 Sections 90 and 91

Equality Act 2011 and Public Sector Equality Duty

Equality Act 2010: Advice for schools

Children Act 1989

DfE School suspensions and permanent exclusions 2022

DFE: The Prevent Duty (June 2015, updated April 2021)

## Appendix 1: The Dales School Behaviour Support Plan

**Staff comments:**

**Pupil comments:**

**Parent/Carer comments:**

**Name & signature of member of staff who produced the plan:**

**Name & signature of Headteacher:**

**Name & signature of Parent/Guardians:**

**Date:**

**Review Date:**

# The Dales School Behaviour Support Plan

Name of Pupil: \_\_\_\_\_



When I'm calm, happy and able to engage

How best to support me to engage in my learning

***If this BSP ceases to be effective in keeping 'pupil' and everyone safe, report via school protocols e.g. C4C for a time critical review and update.***

| Describe behaviour | Frequency e.g. Daily, weekly, 5+ times a day | A brief description of scenario, environment, staffing, peers, sensory factors etc, leading to support strategies | Support Strategies (order in which support would be given) |
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**When necessary and appropriate a de brief process will take place to support the pupil following any incident.**

**Other: e.g. Have any learning intentions or other personal targets been set in relation to behaviour support? Scope for future MAPP PLI**

**As a school we adopt positive behaviour support and as a last resort may use positive handling strategies to keep everybody safe.**

**Staff are trained in Securicare positive handling techniques.**