



The Dales School
North Yorkshire

Behaviour, Discipline and Anti-Bullying Policy

Person responsible:	Headteacher
Reviewed by Committee:	20 th March 2019
Approved by the Full Governing Body:	20 th March 2019
Next Review Date:	March 2020

Signed..... **Date:**

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. Pupils' behaviour is very much affected by those with whom they come into contact. It 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 them towards the development of socially appropriate behaviour. Behaviour and discipline should be seen as closely related to self-esteem.

Aims

- 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).
- 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 and parents/carers
- There is parent friendly information on the website
- 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, including restraint. Positive handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, defusion and de-escalation and, as a last resort, the use of guides, holds and restraints. The Dales School applies positive handling strategies in accordance with NYCC guidance and training.
- Serious incidents such as those relating to Child Protection or injury to individuals must be recorded on the Incident forms in any incident of child protection, then the Child Protection Policy must be followed.
- Pupil concerns, including behavioural concerns, appear as a regular feature of the agenda at Department, Staff 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 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

In The Dales School any disciplinary measures are taken with due respect for the special educational needs of pupils and are presented as 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 ones; 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.

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 a child presenting with disruptive behaviours 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
- Restrain a pupil at risk of 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.

The school is not required to report the use of physical handling to parents. However, at The Dales School use of physical handling will be reported to parents if it has been used either at a level or in a situation not already described in the Behaviour Support Plan – unless doing so would have an impact on Safeguarding.

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
- Make 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
- Create 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

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 misbehaviour 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.

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.

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 DfE Guidance 'Exclusion from maintained schools, Academies and pupil referral units in England (2012) 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

- Hambleton and Richmondshire Partnership Board Anti Bullying Pack (with support produced by people with learning difficulties including The Dales School pupils)
- Team Teach Training Resources, Manual and website and the BILD Code of Practice for the use and reduction of restrictive physical interventions
- Anti Bullying Charter

This policy has been written in line with:

DfE Behaviour and discipline in schools (Advice for headteachers and school staff) Feb 2014

DfE Preventing and tackling bullying (Advice for headteachers, staff and governing bodies) July 2013

DfE Use of Reasonable Force (Advice for headteachers, staff and governing bodies July 2013)

Additional References

Education and Inspections Act 2006 Sections 90 and 91

Equality Act 2011 and Public Sector Equality Duty

Children Act 1989

DfE Guidance 'Exclusion from maintained schools, Academies and pupil referral units in England' 2012

BILD Code of Practice Fourth Edition 2014

DFE: The Prevent Duty (June 2015)

Appendix 1: The Dales School Behaviour Support Plan

If at any point you feel this BSP is no longer sufficient to keep (pupil's name), other pupils or you safe you must inform your line manager and say why you think this is the case and explain in what way you believe it should be amended.

Young person's name:											
Describe behaviour	Progress		Frequency E.g. Daily, weekly, 5+ times a day	Describe common behaviours/situations that are known to have led to positive strategies being required. When is the behaviour likely to occur? Are there any specific people or types of people that trigger this (e.g. blonde hair)	Support (order in which support would be given)						
	Current	Past			Time out	Removal	Calm voice	Negotiations	Ignore	Other	

Have any learning intentions or other personal targets been set in relation to behaviour support?

Is this behaviour likely to require positive physical intervention? Yes/No

Preferred Handling Strategies – staff are trained in Team Teach trained and will use Team Teach strategies and interventions to support positive behaviour management.

De-briefing process following the incident:

What after care is to be provided to support the young person?

Where & by who?

Eg First aid, change in equipment/seating. If the pupil has any marks on them, then a pupil accident form will need to be completed and the parent informed

How are these incidents to be recorded?

Where and by who?

If the behaviour and frequency have been identified, no further action is required, however, if frequency increases/decreases, then BSP needs discussing and updating with parents/carers & department

New behaviour will require an incident form

If other pupils are hurt/marked, then individual accident forms will need to be completed and parents informed –
If staff are hurt (other than minor bruising or scratching/nipping that does not break the skin), then they should complete a staff accident form

What support is to be provided for other staff and other adults?

Where and by who?

How has this plan been negotiated with parents/carers and what and how are you going to report incident to parents/carers?

Eg who will make phone call home, who will write in the planner including frequency ie daily or weekly debrief?

<p>Consideration on how this information is to be distributed to all staff/volunteers and level of 'need to know'</p> <p>ie if ignoring strategies are in place, should this be shared at staff meeting under 'pupil updates'</p>	
<p>Signature of member of staff who produced plan:</p>	<p>Name:</p>
<p>Signature of Headteacher:</p>	
<p>Signature of Parent/Guardians:</p>	
<p>Date:</p>	<p>Review date:</p>