

Cromwell High School

Safe Behaviour Policy



Status: Active

Date: May 2022

Review Date: May 2024

Governor Leadership: Personal development, Behaviour and Welfare.

Executive Leadership: Headteacher

Key Manager: Behaviour Manager

Consultation/signing group: Personal development, behaviour and welfare committee.
(Ethos)

What the pupils need to know:

- We will never hurt or make other people sad.
- We will work together when you are having trouble controlling your emotions.
- Sometimes we will need to keep you and your friends safe.
- We will help you to understand and follow our rules.

What every other member of staff needs to know:

- We will all fulfill our 'Duty of care' to the children and model the highest standard of conduct.
- All staff to follow children's PBP and ensure that children follow the class / School rules. (Differentiated for each child / cohort.)
- All staff to report any event of behavior.

What every adult (including parents) needs to know:

- Cromwell High School will teach children how to manage their behavior.
- We request that parents support the approaches and rules that the school has put into place.
- School will involve parents in any PBP and review it as needed.



Safe Behaviour Policy- Main

Date reviewed: May 2022

Reviewed by: SD

Cromwell High School believes:

- All students must be able to attend, learn and thrive at school without the fear of any harm or intimidation.
- All students must be treated with “**unconditional positive regard**” at all times and in all circumstances (Staff Code of Conduct).
- All students must be treated **fairly** at all times (Staff Code of Conduct).
- That staff must model the high standards of behaviour we expect of our students – including in relation to conflict resolution and the correction of student behaviour.
- Any challenges should always be met with a ‘**solution orientated**’ approach (Staff Code of Conduct).
- That it is a central part of our mission to teach students the British Values of respecting others, tolerance of diversity and respecting the rules of appropriate organisations and institutions.
- That it is a central part of our mission to teach students to interact effectively with other people in order to maximise their life chances.
- That children need boundaries consistently and fairly applied, with care and in their interests, to develop trust in appropriate adults.
- Children, by definition, are not fully responsible for their ‘behaviour difficulties’ and are not ‘to blame’ for it. Not only are our pupils under 19 years old, and the vast majority under 16 years old, in many cases they have complex or significant learning difficulties; making their cognition equivalent, in many ways, to early years primary aged pupils in some cases. It is up to the adults supporting them to change the circumstances around the child or young adult to teach them the best way to conduct themselves and, overtime, help them replace existing behaviours with new more socially acceptable ones.

- That “challenging behaviour” is a learning need and is normally driven by one of four behavioural drivers – Attention, Sensory, Escape or Tangible. Where students experience behaviour difficulties, they must be taught more effective ways of interacting with others and managing their own emotional and habitual responses. In some cases, this will include support and interventions that will improve their mental health and /or help modify their current use of behaviours.

- That, where students experience persistent difficulties in their behaviour, there is often a cause that will need to be addressed. Possible causes may (but not exclusively) include one or a combination of the following:
 - low self-esteem (including through a cycle of personally felt rejection due to existing behaviour difficulties),
 - dysfunctional reinforcement schedules (including as a consequence of poor, inconsistently applied boundaries; intermittent reinforcement),
 - social and/or communication difficulties (including as a consequence of Autistic Spectrum Condition (ASC).
 - social relationship difficulties, including peer pressure (including developing attractions exacerbated by hormonal changes due to adolescence),
 - sensory processing difficulties (including as a consequence of ASC),
 - home based difficulties (including bereavement, family illness, family breakup, tensions due to poverty, housing difficulties, possible child protection issues and young carers.
 - Attention Deficit Hyperactivity Disorder (ADHD),
 - Substance misuse,
 - Health issues - chronic illness, tiredness, malnutrition,
 - Disability issues- (including fatigue due to Cerebral Palsy, the effects of epilepsy and the psychological impact of disability in current society),
 - Exposure to inappropriate media including images of violence (especially in the absence of ‘social intuition’ for some pupils with ASC),
 - Attachment Disorder (resulting in an inability to trust relationships with others and their boundaries),
 - other mental health conditions that manifest themselves in unsafe or inappropriate behaviours. The school makes all efforts to follow the 2018 – Mental Health and behaviour in school guidance from the DFE. In such cases school will work with CAMs/CABs and private providers to meet the Mental Health needs of our students.

- All students will learn about the consequences of their actions and decisions at an appropriate level to their overall cognition. All children will be taught to undertake restoration of some form after a ‘behaviour mistakes. The nature of which will be directed to their needs as a learner and will be stipulated in their PBP.

- All students will be accepted and welcomed back to the main processes and relationships in school. Once they have demonstrated that they are safe to be reintegrated, as to prevent them slipping back into crisis. This measure is taken to reduce the chances of the child relapsing into crisis and to protect the rest of the children from physical or emotional distress.

Cromwell High school will:

- Teach all our students the highest standards of interpersonal behaviour and social standards reflecting the British values of respect and tolerance.
- Teach all our students' strategies for:
 - personal safety (including personal risk assessment of the consequences of their decisions at a level that is accessible to them)
 - personal wellbeing
 - emotional co-regulation and self-regulation techniques and recognition of their own emotional state.
 - conflict resolution and basic positive relationship skills
 - learning resilience – including:
 - the reasons for learning- including raising aspirations.
 - that it is OK to make mistakes if we learn from them.
 - that it is OK to have different abilities to other students.
 - social resilience and appropriate self-advocacy, including:
 - that it is necessary to say no to people suggesting poor social decisions, dangerous behaviour or placing demands upon them that make them feel worthless or used.

- the social skills to develop appropriate personal relationships and help to safe guard them from making personal chooses will have a negative effect on their lives. (This includes the dangers of social media.)
 - the need to cooperate with people, organisations and their boundaries- including those in appropriate authority.
 - appropriate ways to express their views, feelings and self-advocate for their needs.
- empathy through the teaching of feelings as part of our Friday feelings work,
- that poor social decisions must be 'paid for' with consequences and that then the matter is finished- that this is not personal but applies fairly to all. This is very important for our ASC students as it prevents intermittent reinforcement of inappropriate behaviour occurring.
- Achieve the optimum conditions for learning in school based on:
 - mutual respect and social tolerance
 - providing motivating, differentiated, challenging and achievable learning outcomes and related learning experiences.
 - provision that meets their Special Educational Needs (including Social Emotional and Mental Health),
 - positive relationships, high social standards and expectations.
- Optimum learning not only keeps students positively busy- excluding negative behaviours- but also builds self-esteem through the accumulation of achievements and successes.
- Always separate disapproval of the behaviour from our unconditional positive regard for the student (state corrections and consequences 'in sorrow not in anger').
- ***This will build the student's trust in staff that will be the foundation of improving their behaviour.***

- Teach, and address the underlying needs of, our students who are experiencing specific and persistent difficulties in managing their behaviour to improve the effectiveness of their behaviour in relation to their own life chances and relationships and their impact on others.
- Think ahead! Staff must anticipate difficulties based on prior information and plan to avoid, minimise or manage the risks involved. Where there is a foreseeable risk that students may have difficulties managing their behaviour staff must follow the student's Personal Behaviour Plan and adopt the re-planned interventions.
- Promoting Positive Behaviour Plans and Risk Assessments - are to be shared and agreed with parents - for all students with a foreseeable risk of behaviour that could be a danger to themselves, others, significant property or significantly disrupt the learning of themselves or others. This plan will detail:
 - The targeted result of interventions
 - Measures taken to address the identified underlying cause of the behaviour, which may include the need for formal ASC provision and the related systems such as TEACCH.
 - The necessary positive environment and processes needed to promote positive behaviour and reduce possible triggers.
 - The identification and planned response to each stage of a behaviour crisis
 - The risks involved in a behaviour crisis and the measures necessary to make those risks tolerable including, where necessary, physical intervention.
- All incidents of significant challenging behaviour will be reported using the school's Behaviour Incident Forms located on IRIS, this include any use Team Teach or times when a student has displayed behaviours that are new or have been targeted for intervention in their PBP.
- *Ensure that physical intervention is always undertaken in the best interest of the child or young person and is done so only when necessary!*

Rules & boundaries

The school as a whole operates with the following rules:

Cromwell School Rules

1. Follow instructions, allowing for processing time and the relevant communication system.
2. Keep hands, feet and objects to yourself – No hurting!
3. Treat others kindly – Don't choose to upset other people.
4. Look after the school and the things in it
5. Let everyone learn
6. Try your best

The school rules should be regularly referred to by all staff with students.

Routines & independence

Staff aim to support our students by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them. Staff will need to teach routines for all activities, underpinning them with the correct communication system. The more consistency there is over routines, the easier it is for our students. Routines also support behaviour for learning. Routines also promote students to become more independent as they are more capable of completing necessary tasks. Independence not only keeps students positively busy- excluding negative behaviours- but also builds self-esteem.

The language of choice

This is part of helping our children and young people to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad.

We use suitably specific descriptive praise when we see them making a good choice – we can never do too much of this and ensure the key point is the last element of the statement.

We link consequences to the choices they make, to help them make the best choice.

This communication:

- Increases children and young people’s sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive
- Where appropriate, overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to manage their own behaviour
- Increases their independence

Professional Language:

- We will speak of a “behaviour crisis”, “upset”, “distressed”, “challenging”, or a “behaviour mistake”, “boundary mistake”, “boundary testing” (we will not use the term “kicking off” as this is unprofessional and unhelpful)
- We will speak of students having “emotional needs”, “boundary needs”, “communication needs”, “anxiety needs”, “social needs” (we will not label students in any pejorative way- including “bad”, “problem”, “trouble”, “naughty”)

Rewards

Rewards should be incremental so that there is always “something to work for”. (A poor behaviour could result in the loss of a big choose! The choose is then replaced with something that will prompt them to think next time!)

Rewards must not be removed for other “behaviour mistakes”. Because we are teaching the student that the behaviour is separate from them as a person, students can have their

reward for a positive behaviour in parallel with having a consequence for a negative behaviour at another time of the day.

- Descriptive praise (not just “well done” but “well done for...”)
- Symbolic rewards – stickers, pencils etc
- Communication with parents and carers to inform them of good behaviour or achievement through Class dojo, post cards and Weekly Awards given in departmental and whole school assemblies.
- Special responsibilities/privileges
- Preferred activities above and beyond the scheduled daily activities
- Personal target rewards: These are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.
- Students with ASC may need reward activities throughout the day in order to motivate them to complete their best targeted learning work. In such situations, the reward is only given once the child has fulfilled their part of the make a deal system.
- Children with poor working memory will need visual reminders and children who are struggling to regulate will need to know what they are working towards. Through the use of a ‘Now and Next’ board for example.

Consequences

All consequences will be communicated to the student **in sorrow not in anger** and as a consequence of their behaviour and not personal to the student. Wherever possible, students must be aware of the consequences in advance of them making a decision!

The majority of psychological research stresses that rewards- usually principally in the form of positive human relationships- are far stronger in affecting behaviour than consequences or sanctions; with empathy being the most powerful element of forming any type of relationship.

However, consequence, especially those that are natural, can play a role in teaching students about the effects of their actions- on their own life opportunities and on other people.

Consequences (adjusted for individuals through their Promoting Positive Behaviour Plan)

Depersonalised: Consequences must be depersonalised. They must be, and seen to be, a consequence of the student's behaviour and not personal to the student themselves. They must be seen as rejecting the behaviour – not the student as a person!!! Consequences should, as far as possible, be a natural result of the poor decision the student has made. Often the basic consequence will be to catch up on the work missed in the student's own time.

Reparation/restoration: Students must be taught about the consequences of their actions and a key way of achieving this is teaching the student to “make it right” after a “behaviour mistake”. This can either be in terms of repairing physical damage or the emotional damage on others. Students should be taught to feel better when they have “made it right”. This process will need to take place in two parts:

1. Initial Restoration: After the student has made their initial recovery from their crisis, they will complete a process of “initial restoration”. The main purpose of this is for the student to be able to show that they are now cooperative. This may include the use of ‘Five Stars good sitting’ or repair pack depending on individual needs. The duration of the recovery time needs to reflect the child or young person's level of anxiety, mood or levels of arousal and should not be rushed.
2. Full Review: When the student is completely emotionally recovered and able to properly face their mistake, they must review their error and plan for better response the next time that they feel that way. They must then make full reparation for their error. This will not be appropriate as an immediate consequence. Therefore, it may be many hours- or days- later. (Please ensure that a child's working memory is considered and in such cases where a child cannot recall what has happened still go through the process, with a focus on feelings and planned responses.)

Incremental: The introduction of consequences must, as far as possible, be incremental so that the student always has “something to work for”. If a student loses all of something, they then do not have something to work for and, also, do not experience the rewards of behaving appropriately and therefore ‘do not understand what they are missing’. In the case of an “all or nothing” consequence- e.g. not being safe enough to go on an educational visit-

a non-punitive alternative must be offered which is incrementally shortened according to the consequences of the student's behaviour. E.g.: "after reparation work in lesson one we can join another class...."

Delayed start rather than early finish: If a reward is shortened as a consequence this should be in the form of a delayed start as, again, it leaves "something to work for".

Certainty not severity: 'Huff and puff' level consequences: Consequences are only really effective in changing a student's behaviour if the student can learn from them. They can only learn from them if they accept them and don't emotionally reject the consequence. Therefore, the most effective consequences are those that the student can cope with with a 'huff and puff' but are repetitive and 'boring' in their certainty. Behaviour was never changed with a big one-off consequence. It is attrition over time that changes behaviour.

NB: Some students with Autism who are following a schedule will not benefit from consequences. They will also need the rewards timetabled on their schedule regardless of any challenging behaviour in the interim. They are learning that "a deal is a deal" and that they can trust the schedule completely.

Some students need greater personalisation of consequences which will be detailed on a behaviour contract.

Physical Intervention (Staff Code of Conduct)

On occasion, a small proportion of our students may become so upset or otherwise aggressive that staff have to intervene physically to ensure their safety, that of others or significant damage to property or significant disruption to the education of other students. In order for this intervention to be legal, it needs to be "reasonable, proportionate and necessary". **The only techniques approved by school are those approved and taught by Team Teach.** All interventions that take place must do so in the 'Best interest' of the child or young person. **Only fully trained staff may use P.I this is clearly stipulated within the 'Induction pack' to all visitors and staff. They are not allowed to engage in its use, unless there is a extremally high and unforeseen risk to themselves or a student and no other staff are able to support.**

Staff are to minimize the distance that is travelled when physically supporting a child or young person. A degree of compliance is required! Should a child or young person become 'Deadweight' then staff are to respond accordingly. In extreme situations staff

may need to conduct an active risk assessment, which may result in the need to move someone against their will due to a high risk of harm or injury.

Use of the Quiet room.

Staff are only able to take children and young people to the Quiet room if they display a degree of compliance i.e. they walk with staff and do not drop etc.

The use of the quiet room is intended to provide children and young people with a location within school that is low stimuli, offers privacy as they go through crisis and insulates the child or young person from external stress factors.

Over time, children and young people will be taught a range of suitable strategies so that they do not become dependent on the use of a specialized resource such as the quiet room.

If children or young people wish to be left alone in the Quiet room then staff should carefully monitor them to help ensure that they don't lapse back into crisis.

Emotional wellbeing of staff.

Staff need to be aware and reflective about their own emotional states, should they for any reason feel that they have been emotionally compromised, then they are to inform their Head of Department. Who will adjust their duties and agree with them when it is safe or suitable for them to go back into class or work with challenging students.

All staff have access to a formal debrief with the Behaviour Manager or Head of department. Depending on the nature of events, then staff will be formally requested to attend a debrief with the behaviour Manager. (Proforma located on IRIS)

No other technique may be used other than can be justified by imminent danger of significant harm greater than the risk of an unproven technique and the absence of a suitable Team Teach technique. Only staff authorised by the Headteacher or Head of School who have a current Intermediate Team Teach certificate are authorised to intervene physically. This is clearly stipulated in the school's induction package that all unaccompanied visitors must read and sign before entering school.

Where this is a 'foreseeable risk', the student must have a Behaviour Plan and Risk Assessment agreed with parents and appropriately trained and authorised staff must be

planned to be available at all foreseeable trigger points. The plan will prioritise prevention and de-escalation. However, on the basis of clear evidence, the behaviour plan may specify early physical intervention to prevent intolerable risk from developing. Staff must follow each level of the Behaviour Plan. **Whenever possible, a member of the student's usual pastoral team will be present throughout the intervention to support the student and build relationships through the subsequent restorative process.**

Parent Partnership

Supporting students to achieve the highest social standards can only be achieved by optimising our school's partnership with parents. By prioritising meeting the needs of the student experiencing behaviour difficulties to learn more effective ways of interacting with other people and organisations, we will expect the full cooperation of parents- including modelling positive behaviour and constructive approaches to conflict resolution- as we seek to work with parents to best prepare students to maximise their learning in school and success in wider life and for the next stage of their education.

Fixed Term Exclusions

Fixed Term Exclusions may be used as part of a programme of teaching a student a better way of behaving. If the purpose is for the student to learn, they can only be used once the student completely believes that it is not them, as a person, who is being rejected, but the behaviour that they have exhibited. Therefore, we will use fixed term exclusions when:

- 1) The student likes school and can learn from the experience of being excluded for up to 5 days.
- 2) The student is extremely confrontational and distressed in school and is not learning from the behavioural management procedures that we are following and school needs time to reassess and develop an alternative approach to be agreed with parent i.e.: it is not in the student's interests to continue attending on the current basis or ethical to sustain their attendance through physical interventions.
- 3) The student poses an intolerable risk of serious injury or the abuse of other students that cannot be contained by the current resources within school- including the ability of

staff working with the student to withstand further attack and school needs time to reassess and develop an alternative approach to be agreed with parents.

- 4) To allow school to put in place the necessary resources, plans and risk assessments should a student's behaviour change to such a degree that standard level of provision is no longer sufficient without changes being made.

All exclusions must be first agreed with the Head Teacher or the Head of the relevant department.

Unacceptable Staff Approaches

Shouting- intimidation.

Labelling or demonstration of expectation of poor behavioural standards.

Non-team teach physical intervention – without imminent danger exception.

Emotional hi-jacking of students.

Public shaming or consequences that humiliate.

Planned/foreseeable seclusion of students.

Denial of basic needs: warmth/food/drink/toilet (although a short delay may be appropriate whilst learning consequences are completed- a student must never be allowed to be thirsty or in undue discomfort due to delay in access to toilet).

Physical intervention is never to be used as a punishment it is simply the safest response to ensure the safety of everyone in school.

Monitoring & Evidence Streams

In addition to general staff communication, Behaviour and Social Standards will be monitored through:

- Management observation of behavioural incidents
- Management review- and scoring- of incident forms

- Management review of Promoting Positive Behaviour Plans
- Key Stage/Base learning walks,
- Student voice survey.
- Parental survey.
- Exclusion records.
- Bullying records.
- Case studies
- Behaviour data and tracking to see effectiveness of intervention.
- Shared ownership with the class team working with support from the school's behaviour manager.

Management & responsibilities: taking action to maintain standards and improve provision

Initial management of behaviour and social standards lies with the Teacher in partnership with the class's Teaching Assistants. Where the outcomes of this management are not sufficiently successful, further support will be sought through the department head and then the behaviour manager.

The behaviour manager will be line managed by the Head of School. Each higher level of management will ensure that all lower tiers of management are kept fully informed to aid the passing on back down the tiers as progress is made.

Summary of stages:

1. Teacher in partnership with class TAs
2. Head of department
3. Behaviour manager

4. Head of school.

When a pupil is admitted with challenging behaviour the ultimate responsibility will be passed in the opposite directions- from 4 to 1.

All incidents of the use of advanced Team Teach will be reported to Team Teach and the Local Area Designated Officer for Safeguarding (LADO).

Any use of Advanced Team Teach must follow the key protocols, with the first aid check being completed in full and a phone call to the parents / carers of the student involved being made before they go home. Parents must also be made aware of this context and need for the action being taken before the child gets home.

In the case of emergency use of Advanced Team Teach, it is best practice of the event to be discussed with the parents or carers before the child is sent home.

Strategic Leadership, Self-Evaluation & Policy Review

The strategic direction of this area will be led through the Behaviour manager and Executive Headteacher in partnership with the Governors' Personal Development and Ethos and Safety Committees. These committees will review the SEF in this area on a termly basis in the light of evidence of impact- including reviewing an anonymised record of any physical interventions that have been necessary. The committee will review this policy at least every 2 years.

Appendix

Managing dangerous or disruptive items

Items banned from school premises.

The items listed below are taken from lists formulated from other policies produced by several other schools. It is not by any means a definitive list and is not limited only by those items that do appear here.

- Smoking and drugs equipment
- Cigarettes, matches, lighters
- Electronic cigarettes (e-cigs)
- Alcohol

- Solvents
- Any form of illegal drugs
- Any other drugs except medicines covered by the prescribed medicines procedure. (These should be handed over to class staff for safe storage).
- Weapons and other dangerous implements or substances
- Liquid correction fluid
- Chewing gum
- Caffeinated Energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols including deodorant and hair spray

Searching

Under ‘[The 2018 ‘ Searching, screening and confiscation’ DFE guidelines](#)’ teachers are authorised by the Headteacher to search for any prohibited item without the consent of the student if they have reasonable grounds for suspecting that the student is in possession of a prohibited item.

Student searches will be conducted by a same sex member of staff with another same sex staff member as a witness unless there is a risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff.

Staff members may use common law to search students with their consent.

Staff members may ask any student to turn out their pockets.

Staff members may search any student’s backpack or locker.

Staff members may use such force as is reasonable given the circumstances when conducting a search for prohibited items. If staff have concerns based on disclosed information (e.g.: from other children), the child in question can be refused entry into school unless they submit to a search – the use of physical intervention should be as a result of the students’ actions and not as a means to allow a search to take place - staff

may also request the police community officer to conduct a search where students decline staff requests.

Student possession searches will be conducted in the presence of the student, and a witness, unless there is a risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff. Any staff member may refuse to conduct a search.

Confiscation

A staff member carrying out the search can confiscate anything they have reasonable grounds for suspecting is a prohibited item. This includes potentially harmful materials which cannot immediately be identified.

If necessary, the police will be called for the removal of the item/items.

- 1.1. Any items confiscated that may be returned to the student will be made available either by being given back to the student at the end of the day, by parental/carer pick up or any other such manner deemed fit dependent on the item(s) confiscated.

Key documentation.

1.2. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

1.3. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

1.4. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf

The school will make all efforts to follow the National Guidance in relation to Behaviour, Conduct and Safety in school. At the time of review the most recent review from the DFE took place on the 4th May 2022 and related to the removal of COVID related changes in practice.