



# POSITIVE BEHAVIOUR AND COMMUNICATION POLICY

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## → 1. Policy Statement

***This policy is to be read in conjunction with Keeping Children Safe in Education 2021***

[Keeping Children Safe in Education 2021](#)

IncludEd is committed to creating an environment where the learning, social and personal needs of its learners are addressed and where learners are helped to achieve in an atmosphere of safety and mutual respect.

By removing barriers to learning we at IncludEd wherever possible to support transfer back into mainstream secondary education, further education or the world of work.

Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and encourage others to do the same.

The purpose of IncludEd is to meet the diverse social, emotional and educational needs of pupils who have been, or who are at risk of being permanently excluded from mainstream secondary schools. IncludEd is committed to fulfilling its purpose by working in close partnership with Manchester Secondary PRU, parents, carers, schools and outside agencies.

This policy recognises that challenging behaviour is often a means of communication and IncludEd staff therefore aim to

- create and support learning environments which encourage and foster good behaviour
- raise individual standards of achievement
- promote self-discipline and positive relationships
- develop aspiring, confident, independent and resilient young people
- prepare young people for a successful transition to the next phase in education, training or employment.

In order to achieve these aims, PRU staff will provide pupils experiencing difficulties with their behaviour the support they need to gain control over their ability to communicate effectively and safely.

This policy takes into account the Equality Act (2010) which highlights actions and behaviours which are unlawful such as: direct / indirect discrimination, failing to make reasonable adjustments for disabled pupils or staff, harassment related to a protected characteristic or victimisation. It also takes into account statutory guidance: Behaviour and Discipline 2016; Education Act 2002 and Education and Inspections Act 2006.

## → 2. Rights and Responsibilities

In order for all staff and pupils to work in a safe and effective learning environment, everyone at IncludEd has responsibilities to protect everyone else's rights, and to ensure that these rights and responsibilities are communicated effectively. This ethos is regularly revisited with pupils and staff to ensure that all incidents of serious and challenging behaviours are dealt with through an understanding of this framework.

<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"><li>• The right to be physically and emotionally safe</li></ul>	<ul style="list-style-type: none"><li>• To keep myself and others safe</li></ul>
<ul style="list-style-type: none"><li>• The right to be heard</li></ul>	<ul style="list-style-type: none"><li>• To make myself heard in an appropriate way</li></ul>
<ul style="list-style-type: none"><li>• The right to make choices and to contribute to decision making</li></ul>	<ul style="list-style-type: none"><li>• To be willing to listen to advice and to consider the points of view of others</li></ul>
<ul style="list-style-type: none"><li>• The right to learn</li></ul>	<ul style="list-style-type: none"><li>• To be present and to be open to learning</li></ul>
<ul style="list-style-type: none"><li>• The right to a school environment that is free of sexual harassment, racial discrimination and discrimination of any sort on the grounds of size, age, disability, culture, religion or sexual orientation, marriage, civil partnership, pregnancy, paternity and gender identity.</li></ul>	<ul style="list-style-type: none"><li>• To uphold and promote the Equality Act (2010)</li></ul>
<ul style="list-style-type: none"><li>• The right to be treated with respect and dignity</li></ul>	<ul style="list-style-type: none"><li>• To treat all pupils and staff with respect</li></ul>

## → 3. Rewards and Responses

Most pupils at IncludEd need support to motivate them in their learning. Staff at IncludEd aim to achieve an appropriate balance of both intrinsic and extrinsic motivators.

### **Intrinsic Motivation**

Pupils respond positively to three elements (Davis, 1993):

- A well-organised lesson;
- A staff member who is enthusiastic about the material and about teaching;
- A staff member who shows he or she cares about the pupils and their learning.

### **Extrinsic Motivation**

We recognise the value of rewards as an extrinsic motivator for pupils in their learning and to encourage positive behaviours. Due to the wide range of pupils who attend our centre rewards systems are developed to meet their individual needs. In addition, specific individual and group interventions are identified with pupils to encourage behaviours which support learning and personal growth and development.

### **Responses**

Our policy is not prescriptive in its detail and we recognise that effective implementation will rely heavily on the professional judgement of staff (teams) and the needs of individual pupils. It also relies on regular revisiting of our collective Rights and Responsibilities.

Responses from staff are likely to result in targeted intervention.

Staff are trained to de-escalate situations of conflict, using strategies listed in Appendix B. If these strategies prove unsuccessful a pupil may be required to complete 1-1 restorative work, or be kept in detention to complete work if this is possible within the facilities of the learning centre.

## → 4. Physical Intervention

### **USE OF REASONABLE FORCE**

All staff at IncludEd are trained to de-escalate behaviours which put any user of the Centre at risk, however, in some circumstances the use of force is unavoidable. Any action to control a pupil's movement must be reasonable, proportionate and necessary. The best interests of that pupil are the paramount consideration.

- (i) The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or to restrain a pupil. This can cover a range of responses such as prompts, guides, break away techniques and restraint.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed to reach a desired outcome.
- (iv) Restraint is defined by Team Teach as the positive application of force by staff, in order to overcome rigorous resistance, completely directing, deciding and controlling a person's free movement.
- (v) Staff at IncludEd always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil, and all stakeholders recognise that there may be side effects of physical contact, such as scratches and bruises.

### **Who can use reasonable force?**

- (i) All members of IncludEd staff have a legal power to use reasonable force.
- (ii) This power applies to any member of staff. It can also apply to people whom the Head of Centre has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
- (iii) Where there is a foreseeable risk that the use of force may be necessary pupils will require a risk assessment.

- (iv) Staff at IncludEd receive the appropriate Restraint Training, and habitually undertake dynamic risk assessments.

### **When can reasonable force be used?**

The use of reasonable force guidance (2013) states that;

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
- (iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### **Staff at IncludEd can use reasonable force to:**

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so, and their behaviours are preventing others' right to learn;
- 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; and
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight.
- prevent damage to property.

Before staff at IncludEd make a decision to use force they will conduct a dynamic risk assessment. This means that staff will weigh up the situation on the spot, considering all the risk factors, and make a professional judgement.

**Staff cannot:**

use force as a punishment – **it is always unlawful to use force as a punishment.**

**Physical Contact**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary, giving due regard to the pupil's feelings and sensitivities, such as:

- Giving first aid
- Comforting a distressed pupil
- Praising or congratulating a pupil

**Restraint Training**

The management of IncludEd are responsible for the training of staff. All staff complete Restraint training and are authorised to use Physical Intervention. A list of staff that have completed this training is held by the Head of Centre. Once staff have successfully completed Restraint Training, refresher training will take place when appropriate.

**Power to Search Pupils Without consent**

IncludEd staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

**Searching, Screening and Confiscation**

In addition to the general power to use reasonable force described above, head teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, vapes, lighters and cigarette papers;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.



**Any decision to search, or use force to search for above items must be reasonable, proportionate and necessary, and in the best interests of that young person. If the situation presents critical risk the best course of action may be to phone the police.**

Force cannot be used to search for other items banned under the school rules.

### **Post Incident Recording, Support and Learning**

As soon as is reasonably possible after an incident, staff will fill out an Incident Report, in the bound and numbered Learning Centre log book. **(See Appendix2)** If the incident has resulted in a Fixed Term Exclusion this will be reported to the pru inbox, on a manchester Secondary PRU FTE reporting form **(Appendix 1)**. A FTE letter will also be completed and sent to the pupil's parent/carer, with a copy to the pru inbox, and the home school if appropriate.

When both the staff member and pupil involved are calm, post incident learning and support will take place between them. This should include (if appropriate) a discussion about strategies that the pupil could use in the future. **Appendix 3** provides a suggested format for this discussion. This information will be recorded on the incident report form in the Learning Centre log book.

For more advice and guidance please see: **MSPRU BEHAVIOUR POLICY**

**Date of Adoption: February 2022**

**Date of Review: February 2023**

**We have adopted MSPRU policies to work in line with MSPRU policies and procedures.**

## → Appendix A - Statement of Behaviour Principles

### MSPRU STATEMENT OF BEHAVIOUR PRINCIPLES

2022

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general principles to guide the Executive Headteacher in determining measures to promote good behaviour amongst students. The document 'Behaviour and Discipline in Schools: Guidance for Governing Bodies' (DFE, July 2013) has been used as a reference in producing this Statement of Behaviour Principles.

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Executive Headteacher and the Assistant Headteacher with responsibility for Behaviour and are set out in a range of school policies, including our Behaviour and Communication Policy.

#### **Our Ethos**

As part of the City of Manchester Learning Partnership, we at MSPRU seek to uphold the following shared values in everything we do:

1. Communication
2. Inclusivity
3. Nurture
4. Resilience
5. Aspiration

With respect to our approach to behaviour, this means that we endeavour to:

- |                  |  |
|------------------|--|
|                  | ✓ Share all relevant policies and procedures with staff, students, and families.   |
| 1. Communication | ✓ Clearly delineate roles and responsibilities.  |
|                  | ✓ Embed restorative and collaborative practices within all relevant policies and procedures.   |
|                  | ✓ Deliver training opportunities to key stakeholders to maximize understanding, promote consistency and standardisation across the school, and further develop practice. |

	<ul style="list-style-type: none"> <li>✓ Apply person-centred approaches to all rewards and sanctions systems to ensure all students are treated equitably regardless of personal characteristic.</li> </ul>
2. Inclusivity	<ul style="list-style-type: none"> <li>✓ Publish and implement an Exclusions Policy that describes a standardised assessment process for ensuring all Suspensions are lawful, fair, reasonable, and proportionate.</li> <li>✓ Demarcate unambiguous positions on problem behaviours to foster an environment where all members of the school community feel safe to work or study free from any form of discrimination, harassment, bullying, or abuse.</li> <li>✓ Implement systems of positive reinforcement designed to build safety and trust in the student's environment in order to promote the development of desirable behaviours.</li> </ul>
3. Nurture	<ul style="list-style-type: none"> <li>✓ Underpin all relevant systems and procedures, such as rewards and sanctions and suspensions, with trauma-informed practices to maximise understanding of students' precipitating factors and prevent unethical or unlawful discrimination.</li> <li>✓ Design and implement systems of positive reinforcement that recognize behavioural learning as developmental, where small step progress and repetition over time may be necessary.</li> <li>✓ Ensure students' individual behavioural targets are aligned with the school's mantra, 'Be Ready, Respectful, Safe', which encourages student ownership of and responsibility for the choices they make.</li> </ul>
4. Resilience	<ul style="list-style-type: none"> <li>✓ Embed the Antecedent-Behaviour-Consequence model within incident reporting systems to ensure that behaviour is understood in terms of motivation and triggers, providing correlating strategies for repair and replacement that promote greater opportunities for successful resolution.</li> <li>✓ Deliver an ongoing professional training program for staff in order to continually develop key practices such as consistent unconditional positive regard.</li> </ul>
5. Aspiration	<ul style="list-style-type: none"> <li>✓ Ensure all relevant systems are designed to provide students with an individualised level of challenge appropriate to their current behavioural skill in target areas.</li> <li>✓ Deliver an ongoing professional training program for staff designed to continually develop staff expertise in behavioural skills deconstruction and appropriate target setting.</li> </ul>

## → Appendix B - Home-School Agreement



### 1.3 HOME – SCHOOL AGREEMENT

We aim to offer a service to meet the educational needs of all our students. We continually strive to achieve and maintain quality teaching and learning experiences which promote social, emotional and educational well-being of each Individual. We will:

- ❖ Raise standards of attainment allowing students to achieve their full potential
- ❖ Develop aspiring, confident and independent young people
- ❖ Support reintegration into mainstream schools or other educational establishments
- ❖ Provide a safe welcoming environment and create opportunities

**As your child becomes a student of IncludEd, we agree to work together to uphold the values and character of the school to the benefit of students, staff and parents/carers.**

- ❖ We, the parent/carer, recognise the importance of good behaviour and will do our best to ensure that our son/daughter follows IncludEd's policy on behaviour, i.e;
  - To adhere to IncludEd's policies and procedures
  - No banned items for example: cigarettes/vapes/alcohol
  - To respect all staff at all times
  - Not to leave class during lesson time
  - No energy drinks (including lucozade) / fizzy drinks / chewing gum
  - Stick to set lunch and break times
  - No mobile phones, ipods, music players or headphones in class
  - To adhere to the E-Safety guidelines and Acceptable User Policy
  - To respect the building and not to cause any wilful damage
  - Not to go off-site without permission from staff members

If the above policies and procedures are not adhered to IncludEd will impose suitable sanctions, as follows;

- Detention after school;
- Confiscation of mobile phones at lunch/break time and overnight if your child displays persistent disruptive behaviour;
- Confiscation of all banned items;
- Part-time timetable including Twilight sessions (after school sessions);
- Exclusions;
- Placement withdrawal;

- We will provide parents/carers with the relevant information required so that they can encourage their son/daughter to take advantage of all that IncludEd has to offer.
- We the parent/carer recognise that regular and punctual attendance is the starting point for success and will do our best to ensure that my son/daughter attends on time every day.
- We both recognise that close communication between the school and parents helps the school to monitor progress and maintains trust even when things go wrong.
- We agree to keep each other informed about all matters relating to your son/daughter's well-being and progress.

**All students will be searched on their way into the centre on a daily basis and at any time during the school day where deemed necessary. Banned items will be confiscated and it is the parents/carers responsibility to retrieve the items.**

Signed Parent/Carer: \_\_\_\_\_ Signed Pupil: \_\_\_\_\_

## → Appendix C -Serious Incident Report

### Appendix B

#### Manchester Secondary Pupil Referral Unit Serious Incident Report



Seen by head:	Date seen by head:	Log number:
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#### Section A

Name of child:		Year group:	
Date of incident:	Time:	Location:	
Name of staff involved:		Names of witnesses:	
Reason for intervention			
Danger to self		Danger to others	
Severe damage to property		Severe disruption to other pupils	
Describe lead up to incident:			
De-escalation techniques used & effectiveness rating (1=Not Effective 10=Very Effective)			
Verbal advice & Support		C.A.L.M talking	
Distraction		Options offered	
Time out offered		Planned ignoring	
Time out directed		Success reminded	
Transfer adult		Contingent touch	
Choices		Listening	
Reassurance		Social Space (CALM Body language)	
Appropriate behaviour		Negotiation	
Praise Points		Take up time	
Other		Please specify:	

Details of incident:
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## → Appendix D - Post Incident Learning - My Plan

### My Plan

Name:

Date of Plan:

Review Date of plan:

What does my behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
My Behaviour:	My Behaviour:	My Behaviour:
What I can do to help myself?	What I can do to help myself?	What I can do to help myself?
What staff can do to help?	What staff can do to help?	What staff can do to help?
Stage 4 Recovery	Stage 5 Depression	Stage 6 Follow up
My Behaviour:	My Behaviour:	My Behaviour:
What I can do to help myself?	What I can do to help myself?	What I can do to help myself?
What staff can do to help?	What staff can do to help?	What staff can do to help?

What are my triggers?

What do I like?

- 1.
- 2.
- 3.
- 4.
- 5.

## → Appendix E - Risk Assessment & Management Plan



### Manchester Secondary Pupil Referral Unit Appendix E Education Risk Assessment & Management Plan

Name of pupil.....

Date.....

What are the risks?	Persons at Risk	What are the control measures to reduce the risks?	Comments	Tick if in place

## → Appendix F - Rights and Responsibilities

### Rights and Responsibilities

Rights	Responsibilities
<ul style="list-style-type: none"> <li>● The right to be physically and emotionally safe</li> </ul>	<ul style="list-style-type: none"> <li>● To keep myself and others safe</li> </ul>
<ul style="list-style-type: none"> <li>● The right to be heard</li> </ul>	<ul style="list-style-type: none"> <li>● To make myself heard in an appropriate way</li> </ul>
<ul style="list-style-type: none"> <li>● The right to make choices and to contribute to decision making</li> </ul>	<ul style="list-style-type: none"> <li>● To be willing to listen to advice and to consider the points of view of others</li> </ul>
<ul style="list-style-type: none"> <li>● The right to learn</li> </ul>	<ul style="list-style-type: none"> <li>● To be present and to be open to learning</li> </ul>
<ul style="list-style-type: none"> <li>● The right to a school environment that is free of sexual harassment, racial discrimination and discrimination of any sort on the grounds of size, age, disability, culture, religion or sexual orientation, marriage, civil partnership, pregnancy, paternity and gender identity.</li> </ul>	<ul style="list-style-type: none"> <li>● To uphold and promote the Equality Act (2010)</li> </ul>
<ul style="list-style-type: none"> <li>● The right to be treated with respect and dignity</li> </ul>	<ul style="list-style-type: none"> <li>● To treat all pupils and staff with respect</li> </ul>



## → Appendix G - Covid Addendum

### **COVID 19 Specific Addendum to Behaviour Policy**

Students may struggle to get back into school routines particularly those linked with behaviour expectations. More specifically:

After significant time away from school, students are likely to find returning to school difficult and tiring, at least to start with.

- Some students may have become used to living with greatly reduced/altered boundaries so we may need to support staff in dealing with an increase in behaviour issues.
- Students may have lost loved ones and may have been so isolated that they find it difficult to interact with others again.
- Some students may have developed attachment issues, and some families will have had changes in employment and housing situations – no child or adult will be untouched.
- Students may need more breaks/PSHE lessons/opportunities to talk/reflect or just be with their friends.

### **Our response**

- Adopt a 'start of the school year' approach to establishing behaviour routines and expectations.
- The Head of Centre may need to agree a bespoke transition back into school for some students.
- Establish new routines for practical subjects like PE, Science, Technology and Art that are in line with social distancing.
- Continue briefings. Use these to reinforce new routines and rules.
- Students are required to wear face masks when moving around the school in communal areas.
- Details of additional measures taken by the school were included in a parental communication, week beginning 29th November 2021.

### **Additional sanctions**

Will still be used in the usual way to address any normal incidents of misbehaviour. If needed, students will be issued with a clear warning. Should this behaviour be repeated they will receive a sanction for 10 minutes. Further issues and they will be removed from the learning environment and they will enter withdrawn study.

If students are not observing the agreed social distancing routines out of class, they will be reminded about the rule. Repeat offenders will be issued with a GC.

Students who persistently break these rules may receive a fixed term exclusion. Deliberate coughing or sneezing on another student or staff will result in exclusion. IncludEd will withdraw a student's placement if they deliberately pose a serious risk to the health and safety of others. If a student has Covid19 symptoms and refuses to go home or to the First Aid holding room, the school will withdraw their permission to attend during this period and insist they stay away until their symptoms have passed.