HOLTON SLEAFORD
— INDEPENDENT SCHOOL —

Behaviour and Discipline Policy

De-escalation Techniques/Power to Search/Absconding Procedure/Bullying

De-escalation Techniques

Our pupils are neither as socially or personally skilled as most of their mainstream peers and are therefore more likely to cope poorly with conflict and anxiety resulting in a failure to anticipate the effect or consequences of their behaviour.

Most staff know in what situations and under what circumstances a pupil is likely to become a management problem (new staff who are unsure of this will receive appropriate behaviour management training and support from SLT). However, staff have different thresholds and tolerances because of their personal relationships and experience with different pupils. The management of pupils should not be dependent upon personal or emotive issues that staff may have with pupils, other staff, or their personal life. All our pupils need from us a positive, consistent response in modifying their behaviour.

To achieve consistency, it is important that all staff should endeavour to manage the following examples of behaviours all of which are unacceptable:

Racial comments	Substance abuse
Dangerous behaviour	Loss of self-control
Physical bullying	Damage to property
Negativism towards self	Chronic disobedience

Physical aggression	Mental bullying
Theft	Cyber bullying

Staff interactions with pupils are crucial to moderating the duration and intensity of disruptive behaviours and to promoting positive behavioural growth of pupils. It is imperative that all staff try to resolve disruptive behaviour. Staff need to deploy a range of strategies and skills to diffuse situations.

There is no prescriptive script to this process as all staff have different relationships techniques and status with pupils. However, a common thread in successfully managing behaviour is calmness, fairness, and consistency.

The de-escalation techniques focus upon the following:

➢ Group control
➢ Attitude and approach
➢ Non-verbal behaviour
➢ Verbal behaviour

For each of the above factors there are recommended does and don'ts which are meant only as a guide. The following lists are however an indicator of the dynamic influences staff behaviour has upon pupil behaviour.

Group Control:

Good group control whether it is in the classroom or activity based is an integral aspect of effective work with children. If there is no order within the group, then pupils feel unsafe and behaviour will escalate. Staff need to provide boundaries and focus for the set tasks for the group so individual or group objectives can be met.

What staff are expected to do:
➢ Be there on time. Starting and finishing on time are very important. This sends signals to children about the importance and value that the adult places on the activity/lesson.
➢ Be efficient. The more efficient you are the higher your level of confidence; the better things are likely to go.
➢ Focus the group to task with as little delay as possible.
➢ Clearly state the expected task and outcomes which must be relevant to the ability and interest levels of the children.
➢ Give positive feedback when appropriate.

- Be clear and confident with instruction and guidance.
- Address and resolve situations, do not let them drag on or escalate without attention.
- Relate to all the children in the group by verbal exchange and social reinforcements, such as eye contact and nods.
- Make use of the behaviour management systems (points) that are already in place.
- Be observant of the context in which you are working. Think about use of other staff, equipment etc.

What to avoid:

- Be unclear and hurried in speech and actions.
- Overreact.
- Issue complicated instructions.
- Show favouritism.
- Be inconsistent.
- Provoke by ridicule or sarcasm.
- Have inappropriate expectations.

Attitude and Approach:

Staff member's attitudes and approach in all situations affects the quality of relationships with pupils and the ensuing interactions. In situations of stress or anger the approach, attitude and personal demeanour of staff is crucial to positive outcomes. Staff need to ensure they are clear with all boundaries and expectations that are given to pupils, they need to show a non-biased nature with whatever they are dealing with and listen to what is being said to them, not influencing pupils in anyway.

Staff can also:

- Be flexible in thought and response.
- Provide a range of roles from dominance to reflective support.
- Value people as individuals.
- Trust your colleagues; perceive them as being able to make a positive response to a potentially problematic situation.
- Use non-verbal communication.
- Use close proximity control.

Screening, searching and confiscation

The SLT team has 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. If other staff members feel a pupil may have any of the following items on their possession, they need to inform a member of SLT so they can search the pupil.

Prohibited items are:

➢ Knifes or weapons
➢ Alcohol
➢ Illegal drugs
➢ Stolen items
➢ Tobacco, cigarette papers, vapes.
➢ Fireworks
➢ Pornographic images
➢ Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage the property of, any person (including the pupil)

Confiscation

School staff can seize any prohibited item found because of the search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Screening

➢ School will use screening when pupils arrive at school to try an eliminate pupils having prohibited objects on the schools site, using a handheld metal detector (arch or wand).
➢ Schools statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to pose a requirement that pupils undergo screening
➢ Any member of school staff can screen pupils
➢ Schools are not required to have a formal written consent form from pupils for this sort of search – it is enough for the member of staff to ask the pupil to turn out his or her pockets or if the member of staff can look in the pupil's bag or locker and for the pupil to agree.

- If a member of staff suspects a pupil has a banned item on his or her possession, they can instruct the pupil to turn out their pockets or bag, if they pupil refuses, the member of staff can apply an appropriate consequence as set out in this policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate consequence.

Partnership with Parents

The school leadership has communicated to all parents/carers and guardians the following expectations.

- Ensuring that pupils come to school in uniform. If for any reason there are any problems, then telephone the school and we will help. We have spare uniform that pupils will be asked to change into the appropriate uniform.

- Items such as rings, chains, and earrings that on some activities pose a health and safety threat to themselves and others, will be asked from staff to remove these. If students refuse, they may not be able to participate in the activity.

- Mobile phones are not allowed in school. They are to be handed in upon arrival, stored safely and returned at the end of the day.

- Please do not let pupils bring in expensive items into school, we do not want pupils selling and swapping items as this causes problems.

- We will keep everyone safe, search pupils if we suspect them bringing knives or other offensive weapons into school. Please help us by reinforcing how dangerous it is to carry such items.

Staff at HSIS will confiscate any item that may cause disruption or compromise safety throughout the school day. Items that have been confiscated will be kept in a safe that is situated in the school office. These items will be either given back to the pupil at the end of the school day, given to the taxi driver to give to parents at home or in some cases, parents or careers may be needed to collect items from school.

In the event of a pupil not handing over a contentious item to staff appropriate action will be taken. Pupils will be notified of consequences that the school will administer such as loss of points, detention, or other sanctions.

Staff will use a range of strategies to ensure the items are safely removed from the pupil. In some cases, this may lead to a physical intervention by staff to retrieve items that need to be held. If a pupil is believed to have an item on their possession such as an illegal drug substance or a stolen item, then this will be referred to a member of the senior management team who will in turn decide if the incident should be dealt with by the police.

Physical Intervention

Use of reasonable force

We do not require your permission to use reasonable force to control or restrain pupils, should we deem it necessary. However, we feel it is vital that parents and carers understand the circumstances under which such intervention might be needed.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The following list is not exhaustive but provides some examples of situations where this circumstance might arise.

- ➢ remove disruptive pupils 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 or compromises their safety
- ➢ prevent a pupil from attacking a member of staff or another pupil
- ➢ prevent a pupil from harming themselves

All HSIS staff follow Team Teach handling strategies which are all non-pain compliant and which will be used for the minimal possible time. Team Teach is holistic approach to positive behaviour management that is designed to understand and help prevent negative behaviour. Any use of Team Teach handling strategies will be **Reasonable, Proportionate and Necessary**. You can find out more here – www.teamteach.co.uk.

If reasonable force is used to control or restrain your child, we will contact you on the same day to explain the reasons why it was necessary and to answer any questions you may have.

Note- The above complies with the Education Act 2011 and 2013 The Use of Reasonable Force guidance.

Physical Management Interventions

Staff are trained on an annual basis to use a range of guides, escorts and restraints ranging from least intrusive to most intrusive. These provide a graded and gradual response aimed at intervening with the appropriate amount of reasonable force. Restraints where two people are used will be deemed as a more restrictive hold. As the amount of restriction / number of people increases so does the risk; staff need to make a risk assessment based on the situation as to the level at which they are going to intervene.

Any Physical Interventions used will need to take account of age, cultural background, gender, stature, and medical history of the student involved.

Placing Physical Intervention in Context

Physical Intervention is never seen in isolation at HSIS. It is but one strategy available to staff and should always be a last resort when all other strategies have failed.

Physical Interventions can be placed in 2 broad categories:

Emergency Interventions:

Emergency Interventions will involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response (for example a child running on to a road).

Planned Interventions:

Planned Interventions involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section as an agreed response to an identified behaviour. This will be documented in a Behaviour Management Plan and will be reviewed half termly. The Behaviour Management Plan will list the accepted strategies to be used as well as strategies that may be used beforehand. A risk assessment will also be completed identifying the risks involved in the procedure as well as the risks involved if a planned Physical Intervention is not used.

Preventative Strategies need to be:

➢ Clear and understood by all those who meet the individual.
➢ Based on thoughts / discussion about possible reasons for Challenging Behaviour.
➢ Where possible functionally incompatible with the behaviour we are trying to stop.

Reactive Strategies need to be:

➢ Clear and understood by all those who meet the individual
➢ Manageable
➢ Focused on the behaviour not the child
➢ Flexible
➢ Aimed at De – escalation

Reporting and Monitoring of Incidents

Reporting and monitoring is of paramount importance for several reasons:

➢ Protection for staff and pupils
➢ Keeps a record of number of incidents so times / areas that most incidents occur can be tracked.
➢ Reporting of a physical intervention needs to be completed on the same day as the intervention.
➢ A staff member who was involved in the incident needs to also complete a medical check for the pupil.
➢ After physical management form is complete it needs to be signed and dated by staff who were involved or who witnessed the intervention and the forms need to be placed in the office.

Absconding

Absconding may be the following:

➢ A deliberate challenging overt action designed to test the responses of staff
➢ An impulsive act without thought for the consequences
➢ A covert planned action designed to generate time for the absconder without alerting staff (this will include going offsite locally with other pupils)

School Procedure

➢ Leadership team to be informed immediately of any absconding
➢ No attempt will be made to give chase except in the case of a vulnerable child
➢ A time of 5 minutes will be given to allow the child to return voluntarily if the child has moved out of sight
➢ A local search will be carried out by the SLT team
➢ After 20 minutes, parents will be contacted, and advice taken from the police about their involvement
➢ In the case of a very young child or a vulnerable child police and parents will be informed immediately
➢ A full incident report must be completed
➢ Follow up discussion and school action will be discussed with parents and carers

Bullying

The school takes the problem of bullying seriously. We consider behaviour intended to cause harm or distress, either physical or emotional to another person who may find it difficult to defend him/herself as bullying.

All staff regard it as part of their responsibility to prevent bullying in school and will react, firmly and promptly where bullying is identified, providing support for victims where necessary.

All incidents reported will be investigated. This will involve speaking to all parties involved as well as any witnesses.

A decision will then be taken on an appropriate form of action such as:

➢ Informing the parents of those concerned.

- ➢ Trying to ensure the bully understands why his/her behaviour is unacceptable and obtaining a written apology.
- ➢ Imposing sanctions against a bully.
- ➢ Insisting upon the return of any items "borrowed" or stolen.

After acting, it may be necessary to hold a follow-up meeting with the victim's family to report progress. All staff members will be informed about any incidents and a written record will be kept of incidents, interviews and action taken.

In addition, there will be lessons and tutor activities about bullying held throughout the school year as part of our commitment to prevent bullying occurring.

Self-Co Behaviour Tracker

Holton Sleaford Independent School (HSIS) will deliver a unique and bespoke Outdoor Education based curriculum to all key stages.

At HSIS our focus is on the whole child, not simply on academic output. We want the Holton experience to provide pupils with the skills and confidence needed to play a full and active part in society at the conclusion of their education. Our assessment of pupils' progress will be both academic and social. To track development in these soft skills HSIS has designed 'Self-Co Behaviour Tracker', the use of which will be integral in crediting pupils for positive behaviour traits and identifying areas to improve as future targets.

The Self-Co Behaviour Tracker identifies three key areas related to self-development – care, confidence, and control, as well as three key areas in interacting with the world around them – cooperation, communication, and community. Within each of these key areas are six sub-sections that taken together fulfil each respective key area. Which allows us to visually see the progress each pupil is making over time in these different areas. (For more information see Self-Co Behaviour tracker sheet)

School Points System

Pupils will be paid out of five points from each lesson they attend, the points will be awarded by using the descriptors below.

Uniform

One lesson point will be awarded to pupils for attending lesson wearing the correct school uniform that is supplied by school. This also includes the removal of any coat, jumper or hoodie that is not stated in the school's uniform policy and removing school bag.

Behaviour

Two lesson points will be awarded to pupils who enter the classroom in a calm manner, ready and willing to learn and demonstrate the level of behaviours expected by the classroom teacher and support staff.

Work ethic/ Attitude

Two lesson points will be awarded to pupils to complete enough work set from the class teacher; this also includes the level of effort that each individual pupil applies to their work over the lesson.

Reflection

Zero lesson points will be award to pupils if none of the above requirements are met.

Promoting Student Ownership

We will also have a lead representative from each key stage who will be able to offer feedback to staff about how they feel the school is being run. They will also be given time in tutor activities to discuss with peers to get everyone views on how they all feel the school could be improved and ways in which to do this. Their feedback will be discussed between Staff and SLT in Friday afternoon meetings. When a student engages with a staff member, to discuss school affairs, this could be used as evidence to show their personal development within the Self-Co Behaviour Tracker.

By using the five points system in school it allows us to track the Pupils behaviours over a period and allows staff to be consistent throughout all lesson when awarding these. The delivery of points should be a key part to every lesson, and it is a perfect plenary task in every lesson.

The five-point system will allow continuity throughout the whole school and make it clear for both staff and pupils on how to achieve these lesson points. Staff will input points onto the Hub and an average will be calculated over the week, pupils who achieve 67% or over for the week will be rewarded with an early finish on a Friday. Pupils who do not achieve this will have to stay on a Friday, where their behaviours will be discussed and ways in which this can be improved for the upcoming week.

Written by…	Daniel Laughton	17/11/25
Approved by…	Mike Whatton	17/11/25
Signed…		
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