

Behaviour Management Policy

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Behaviour Policy

1. Introduction

1.1 Purpose:

1. The policy aims to provide guidance to the schools to understand their legal powers and duties to manage behaviour in schools.
2. The policy draws on the School discipline chapter of the Education and Inspections Act 2006 (EIA 2006).
3. The policy aims to clarify the statutory power to discipline, (EIA 2006), and clarifies and appropriately strengthens schools' powers to discipline, reducing the risk of misunderstandings and challenges to their disciplinary authority.
4. This policy reflects the determination of the government to support education staff members who have to deal with poor and disruptive behaviour.
5. The policy is the centre piece and includes related policies dealing with 'exclusions', 'use of force' and 'bullying'.

1.2 Context:

1. Taking into account statutory duties and DfE guidance, as well as Clovelly House School ethos, the senior managers of Clovelly House are responsible for overseeing the implementation of this policy.
2. Clovelly House School is a registered special school dealing with pupils with social, emotional and Mental health difficulties and other complex needs.
3. This policy is aimed at education staff responsible for managing behaviours on sites, and all staff working in Clovelly House Schools.
4. The contents of this policy will be disseminated through training sessions and will be subject to ongoing review of the school behaviour policy and disciplinary procedures.
5. Many parts of this policy will refer to consultation and communication with parents and carers.

1.3 Terminology:

This policy uses the term 'must' and 'will' when persons are legally required to do something. It uses the term, 'should' when good practice advice is being offered.

The term 'disabled' refers to pupils who experience physical difficulties, but most of the pupils at Clovelly House Schools have complex needs including social, emotional and behavioural difficulties. This is frequently complicated by the difficulties experienced by vulnerable and 'looked after' children.

The term SEN refers to 'special educational needs', SEMH refers to 'social, emotional and mental health difficulties' and LAC refers to 'looked after children'.

The terms 'Head teacher' and 'Principal' are used interchangeably.

2. Statutory Guidance

2.1 Statutory Guidance for School Governors:

The schools do not have a governing body. The Head teacher will take on the responsibility of establishing the School Behaviour Policy whilst remaining accountable to the senior managers at Clovelly House School.

2.2 The Head teacher's role in writing the policy:

1. The head teacher will ensure that there is a written policy stating the general principles for promoting good behaviour. S/he will ensure that the policy includes detailed measures, (rules, rewards, sanctions and strategies), that support behaviour management.
2. The head teacher will ensure that the measures detailed in the policy aim to promote good behaviour and respect, prevent bullying, ensure that pupils complete all assigned work and regulate the conduct of pupils.
3. The head teacher will ensure that the anti-bullying policy is linked and is incorporated into the behaviour policy and that it addresses all forms of bullying, including bullying related to race, religion and culture, homophobic bullying, bullying of pupil with SEN or disabilities, sexist or sexual bullying and cyberbullying.
4. The head teacher will determine the school rules, and establish the different rewards and sanctions that staff have at their disposal for dealing with good and unacceptable behaviour.
5. All education staff members have a general power to impose sanctions on pupils, but the head teacher will delegate responsibility to staff members managing various sites to have extended power to impose

- certain penalties in his/her absence.
6. The policy will take cognisance of part IV of the Disability Discrimination Act 1995, (DDA 1995), and Equalities Act, 2010, and take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage in comparison with pupils who are not disabled.
 7. The head teacher will consider the 'general equality duty' under Part 5A DDA (2005) to have regard to the need to eliminate disability discrimination, harassment of disabled persons that is related to their disabilities, promote equality of opportunity between disabled persons and other persons, take account of disabled persons' disabilities, promote positive attitudes towards disabled persons and encourage participation by disabled persons.
 8. The head teacher will ensure that all stakeholders, (staff, pupils and parents/carers), are consulted on the principles of the behaviour policy. S/he will maintain and publicise the behaviour policy and bring it to the attention of all stakeholders regularly.
 9. The head teacher will have a specific duty to monitor and assess the impact of the policy on pupils of different racial groups and gender.
 10. The head teacher will ensure that the policy reflects equal opportunities legislation and promotes the well-being of pupils.
 11. The head teacher will have regard to the health and welfare of staff and have a duty of care for this.
 12. The head teacher will ensure that the behaviour policy reflects the ethos and values of the school.
 13. The head teacher will ensure that the school has a statement of principles and that the school values and ethos spelled out in the statement of principles is reflected in the school behaviour policy
 14. The head teacher will update the policy in line with DfE statutory notices as received, and/or will update the policy every two years. A consultation exercise will take place with stakeholders every time the policy is updated.

2.3 Statement of Principles (See Appendix 1)

1. The schools' statement of principles will reflect a commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying and in promoting equality of opportunity, the welfare of pupils, and good relations across the school community.
2. The statement of principles will ensure that vulnerable pupils, (Pupils with SEN, physical needs, mental health needs, children with special protected characteristics, migrant and refugee children and looked after children), receive behavioural support according to their needs.
3. The statement of needs will be used to determine the more detailed measures, (boundaries, rewards, sanctions and behaviour management strategies), that make up the behaviour policy.
4. The statement of principles will:
 - * be based on the schools' values
 - * be able to be explained to pupils of any age or ability, (including a children's version)
 - * encourage a healthy balance between rewards and sanctions to encourage positive behaviour
 - * promote behaviour improvement as a means of improving teaching and learning
 - * be challenging, but realistic and appropriate for development as the school builds on its successes
 - * reflect the philosophy and ethos of Clovelly House School.

2.4 Consultation

1. All stakeholders will have an opportunity to help shape the behaviour policy. The Principal will work with education staff members to develop disciplinary measures, (measures of control.). This should lead to a greater sense of ownership and commitment to the policy. The Head of School will ensure that pupils understand the overall standards expressed in the policy.
2. The policy will reflect the views of staff members representing different professional bodies across the school to ensure that staff workload and conditions of service and health and safety are taken into account.
3. In line with Article 12 of the National Convention on the Rights of the Child (UNCRC), the school will consult with pupils when drawing up the behaviour policy. This will be done in PSHE, school meetings and informal discussions with pupils.
4. Through consultations with pupils, disabled pupils will have an opportunity to express their views and all viewpoints will be collected and considered.
5. The school will gather the views of parents/carers. This will take place through managers meetings at Clovelly House where the views of the home manager at Clovelly House will be represented.
6. The Principal will put systems in place for consultation with all stakeholders and will record and store the

feedback gained from the various groups.

2.5 School Partnerships

1. From September 2007, all mainstream secondary schools were required to be in partnerships designed to improve behaviour and tackle persistent absence. In Clovelly House School, there will be partnerships to work towards improving behaviour and attendance. Teachers responsible for different school sites will liaise to ensure consistency across the service. In addition, there will be interdisciplinary partnerships.

These partnerships will consist of the following:

- * level one – partnerships consisting of the education, and off site teams at Clovelly House
- * level two – partnerships consisting of the above, with the addition of social services, parents, external agencies, school in similar settings, outreach programs, LA officers, education officers, the police if necessary, and other relevant stakeholders.

3. Equality

3.1 Taking account of individual pupil needs

1. This policy will take into account the range of individual needs of pupils.
2. The school will have a dedicated 'Equalities Officer'
3. Staff members dealing with behaviour will consider responses which are appropriate for individual pupils, that show sensitivity to individual needs, that consider different cultures, and that take into account the social and emotional needs of the child.

3.2 Taking account of race, religion and culture

1. The school adheres to the Equal Opportunities legislation, and the Race Relations Act (1976) and Race Relations Amendment (2000) Act. Therefore, this policy will ensure that procedures are in place to:
 - * eliminate unlawful racial discrimination
 - * promote equality of opportunity and good relations between people of different racial groups
 - * assess the impact of school policies on pupils, staff and parents/carers of different racial groups
 - * monitor the operation of the schools' policies and their impact on pupils of different racial groups, and,
 - * take reasonable steps to make available the results of its monitoring.
2. To achieve this, staff members will support newly arrived pupils in understanding the policy and staff members will consider the impact of background, cultural or religious differences and social and emotional needs on pupil behaviour.
3. The school will have, as far as possible, a diverse staff team
4. The school will observe religious days and cultural events and promote these equally

3.3 Taking account of SEN, disability and the circumstances of other vulnerable pupils

1. This policy complies with the Disability Discrimination Act 1995, and Disability Discrimination Act 2005, Equalities Act, and the SEN duties in the Education Act 1996, amended by the SEN and Disability Act 2001.
2. Staff members who are implementing this policy will take into account any SEN and/or disabilities which the pupil has or any other impairment which interferes with the ability of the child to access education. Where necessary, staff members will make reasonable adjustments for pupils who experience behaviour related learning difficulties.
3. The school staff will identify 'at risk' pupils in advance and will plan proactively how the school's disciplinary framework will be applied for each child. This will include children with SEN, SEMH difficulties and vulnerable LAC.
4. The school will ensure that there are high levels of communication between carers/parents of vulnerable pupils so that the disciplinary framework can be applied consistently and that staff members are all aware of appropriate referral procedures. This will be done by the Family Liaison Officer and daily handovers with families/care staff.
5. Staff members implementing this policy will:
 - * promote equality of opportunity between disabled people and other people
 - * eliminate discrimination that is unlawful under the Act
 - * eliminate harassment of disabled people that is related to their disability
 - * promote positive attitudes to disabled people
 - * encourage participation by disabled people in public life
 - * take steps to meet disabled people's needs even if it requires more favourable treatment in terms of

access and adaptations to the curriculum


4. The policy

4.1 Aims of the behaviour policy

1. The school behaviour policy aims to establish a positive school ethos and promote effective learning by establishing:
 - * clearly stated expectations of what constitutes acceptable behaviour
 - * effective behaviour management strategies related to the individual risk assessment and EHCP
 - * processes which recognise, teach, reward and celebrate positive behaviour
 - * processes, rules and sanctions to deal with poor conduct.
2. The policy will include a specific code of conduct. (See Appendix 2)
3. The policy will reflect the ten key aspects of school practice as produced by the 'Practitioners' Group on School Behaviour and Discipline' as follows:
 - * a consistent approach to behaviour management, teaching and learning
 - * school leadership
 - * classroom management, learning and teaching
 - * rewards and sanctions
 - * behaviour strategies and the teaching of good behaviour
 - * staff development and support
 - * pupil support systems
 - * liaison with parents/cares and other agencies
 - * managing pupil transition, and,
 - * organisation and facilities.
4. The policy will adopt procedures and practices that help pupils learn how to behave appropriately.
5. The policy aims to develop pupils' emotional literacy through a cross curriculum focus on the social and emotional aspects of learning, (Social Skills Groups, tutor time, school meetings, counselling sessions).
6. The policy aims to identify strengths and weaknesses in the school system and detect areas for improvement through undertaking an audit of behaviour.
7. The policy is based on recognition of the importance of good teaching and learning as a way of improving behaviour in schools, approaching behaviour as a whole school issue and ensuring that classrooms are effective learning environments where the quality of the relationship between education staff and pupils in given utmost regard.
8. The policy aims to incorporate systems for working in partnership with all stakeholders to improve behaviour and attendance.
9. This policy aims to support children with a range of needs through multidisciplinary partnerships, to enable practitioners and/or multiagency teams to provide a co-ordinated response which may be implemented across all areas.
10. The behaviour policy aims to ensure that staff members are all clear about the expectations and procedures which they should use to implement the policy and that they have individualised approach to advice, training and development according to their identified needs.

4.2 Communicating the Behaviour Policy

1. The Principal will publicise the behaviour document in written form, as a paper copy and on the school website.
2. The Principal will bring the policy to the attention of all pupils, parents/carers and school staff at least once a year so that they are all aware of what is expected.
3. The policy will be made available to the parents/carers, social workers and new pupils who are admitted To the school.
4. The Principal will communicate the policy as it is being formulated in order to secure understanding and assent of the behaviour policy.
5. The Principal has a duty to publicise the policy particularly with regard to detentions, (which are an unlawful sanction if not made known within the school and to parent/carers), and in relation to confiscation, (which necessarily entails an interference with a pupil's property rights.)
6. The Principal will ensure that the authority to use disciplinary sanctions off the school site is clearly stated for pupils, staff members, cover staff and parents/carers.
7. The Principal will ensure that staff members are instructed to act in a way which is reasonable and proportionate to the circumstances. This will include the need to take appropriate account of the



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- individual pupils' age, special needs and/or disabilities, vulnerability and risk and any religious requirements they may have. This should be done through training and information-sharing routines.
8. All education staff members have a core responsibility for managing behaviour in class and should have relevant information to facilitate this role. The Principal will ensure that effective information systems are in place to disseminate information relevant to individual pupils. This may include information about individual needs and vulnerable children. At Clovelly House School this information will be available at morning briefings and afternoon debriefings, staff meetings, handovers with care staff and information recorded in the daily communication book.
 9. Any volunteers who are supporting in the schools during the school day will be given access to the school behaviour policy and will be directed to note the sections outlining the duties of volunteers and cover staff supporting in schools.
This will include information about which members of staff or volunteers are authorised to impose which level of sanction as detailed in the behaviour management training.
 10. The full written behaviour policy will be available together with the staff induction handbook, in the policies file each school site, on the web site and in the student and staff application pack.
 11. If necessary, the head teacher will ensure that the behaviour policy will be made available in a language other than English.
 12. This policy will contain a copy of the school expectations, (rules). (Appendix 1). The school rules will be displayed in school rooms and corridors, in student planners and in the school brochure.
 13. Copies of the behaviour policy will be circulated to the children's homes and a copy will be stored in the main staff office.
 14. Parents/cares and pupils will be encouraged to be aware of the school's complaints procedure.
 15. The school will monitor and gather evidence of dissatisfaction with the behaviour policy. The Principal will use the complaints procedure to manage complaints about the behaviour policy.
 16. The school behaviour policy will take cognisance of the Clovelly House policies dealing with behaviour.
 17. Where a pupil is found to have made a false allegation of abuse against another pupil or person, the school will take appropriate disciplinary action. This may include discussions with families/care workers, daily reporting, etc.

4.3 Staff training

Staff training will play a key role in building the capacity of the school and in developing good practice. Training will include:

1. Induction on the behaviour policy for new staff and cover staff
2. National Strategies toolkit and other materials
3. The accredited National Program for Specialist Leaders in Behaviour and Attendance
4. The National Professional Qualifications for Head teachers (NPQH)
5. Induction and continuing training programmes such as that through the Training and Development Agency (TDA) for Higher level Teaching Assistance, (HLTAs) and other support staff
6. Supervision for new and existing staff as part of their Continuing Professional Development (CPD)
7. In house training to support staff development.
8. Training offered to care workers to support the children's education.

4.4 The power to discipline

a) What it means

1. Section 91 of the 'Education and Inspections Act, 2006' introduces a statutory power for teachers and certain other school staff to discipline pupils.
2. Schools have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct.
3. All teachers and other staff in charge of pupils have the power to discipline.
4. The head teacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers.
5. In line with this, only the Principal and/or Head of school may exclude children from school or implement alternative education packages. (See Appendix 5)

b) Why this power has been introduced

1. In the past the legal authority of schools to discipline pupils was based on the principle of the teacher being 'in loco parentis'. However, the Elton Committee in 1989 and the Practitioners' Group on School

Behaviour in 2005 identified a risk to schools of having their disciplinary authority challenged. This was because the 'loco parentis' principle changed to no longer apply to 18 year-olds and because certain families frequently challenged the authority of the schools. Moreover, there is no reliable common law authority that teachers have automatic power, or that parents wish to delegate. Thus, legislation was passed to clarify the overall basis of the authority to discipline pupils.

2. The Act gives school staff a clear statutory authority for punishing pupils whose behaviour is unacceptable, who break school rules or who fail to follow reasonable instructions.

c) What the legal power covers

1. The power covers issues where schools may face legal challenges regarding their disciplinary authority. The Act specifies a power for teachers and certain other school staff to enforce disciplinary penalties, such as failure to follow school rules or instructions, or for any reason that causes pupil behaviour to fall below an acceptable standard.
2. The Act gives power to all education staff members who are in lawful control of pupils, except where the head teacher has determined that a member of staff is not permitted to impose a penalty on a certain pupil. The Act empowers the Principal to expend power as is reasonable to any other adult who has lawful control or charge of pupils. The Act stipulates that the Principal may empower staff by reference to an individual pupil or staff members, a group of pupils of a particular description, all pupils, or a group of staff of a particular description. To do this, the Principal should use common sense and professional judgement to put it in writing, in staff members' contracts, and as part of the measures that are set down in this behaviour policy.
3. The Principal cannot give the power to discipline to pupils. Pupils may give feedback to their peers to help uphold the behaviour policy, but they are not legally permitted to impose sanctions.
4. The power to discipline applies to any pupil at a school where education is provided for them and also to misbehaviour by pupils off the school premises when they are not in the lawful control or charge of a member of staff, so far as is reasonable.
5. To safeguard the interests of pupils against unfair or inappropriate punishments, the Act provides that all disciplinary measures must be reasonable and not to breach any statutory requirement or prohibition, (SEN, disability, age, race, and/or human rights.)
6. Exclusion of pupils is covered by separate legislation and may only be carried out by the Principal.
7. Corporal punishment is illegal and must not be carried out.
8. All Staff and volunteers should be clear about which level of sanctions they may apply.

4.5 Attendance

1. The school recognises the value of attendance in the overall management of behaviour
2. Good school attendance contributes to establishing routines and structures
3. The school recognises that, in order to work with pupils on risk and behaviour management, they need to be in school regularly
4. The school staff will work together in a multi-disciplinary way to improve attendance of pupils.
(See School Attendance Policy.)

4.6 Regulating pupils' conduct off school premises

1. The statutory power to regulate pupil behaviour off the school site applies to measures of control which are 'reasonable' as relative to the circumstances of the school .
2. Schools may regulate certain conduct off school premises, but can only impose sanctions when the pupil is on the school site or under the lawful control or charge of a member of staff, such as a school visit or PE session.
3. This policy sets out the expectations for positive behaviour off the school site.
4. When taking into account pupil misconduct off the school site, rules or sanctions should be reasonable. They should take the following into account:
 - * the severity of the behaviour
 - * the extent to which the reputation of the school has been affected
 - * whether the pupil was identifiable and in school uniform
 - * whether the behaviour has repercussions for the orderly running of the school and/or poses a threat to a pupil or staff member
 - * the proximity of the misbehaviour to the school
 - * whether the misbehaviour raised the profile of the school negatively, such as work experience, school

visits, sports events, etc.

5. Applying sanctions for misbehaviour applies to pupils who harass staff off school premises, including through the internet, or verbally abusing members of public walking or on public transport going to or from school.
6. The policy includes the regulation of behaviour off school premises in order to:
 - * maintain good order on transport, school visits or other placements such as work experience or college courses
 - * to secure behaviour that does not threaten the health and safety of pupils, staff or members of the public
 - * to provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school
 - * to provide protection to individual staff members from harmful conduct by pupils outside of the school
7. Extended school activities are dealt with according to the process for on-site measures of control. Extended activities off site, such as further education or college placements are dealt with as for off-site activities and Clovelly House staff will liaise closely with college staff to ensure consistent practice across placements.
8. Pupils who go missing from school or who leave the school premises without permission during the school day will be dealt with as for off site activities. Individual risk assessments need to be consulted and the measures of control outlined in the risk assessments should be followed. At the end of the school day, responsibility for continued episodes of 'missing from school' will be handed over to care staff or parents.

4.7 Communicating the rules of behaviour out of school

1. The schools should discuss transport issues with the care teams to provide common risk assessments and to promote 'safe travel'.
2. The schools should communicate with homes and managers about pupils who go missing or leave the school sites without permission.
3. The schools should discuss out of school behaviour with the Clovelly House level one or level two school partnerships, (See 2.5).
4. The school staff should use the incident writing and reporting process to communicate out of school misconduct to stakeholders. (See 6.2.)
5. The permission slips for school visits and off-site activities will include clear statements to pupils and parents about behaviour standards and processes.
6. The staff handbook should clearly set out expectations and procedures relating to safe travel, school visits, work experience, college placements and other off-site activities. (See related policies.)
7. Staff members should be aware of the expectations, disciplinary procedures and levels of authority available to them when on school visits. They should use the 'on call' process to gain advice in the event of a crisis. (See 4.13.)
8. When pupils are attending further education or college placements, there should be effective liaison with relevant staff at placements to ensure that risk assessments are in place and that there are clear expectations of standards of behaviour and procedures to use in the case of poor conduct.
9. The school will make it clear that the use of media to send defamatory or intimidating messages or images inside or outside of school will not be tolerated and that disciplinary procedures will be applied to the perpetrators. (See sections on cyberbullying.)

4.8 Abuse or intimidation of staff members outside of school

1. The Head Teacher will adopt firm measures against abuse or intimidation of staff on or off the school site. Staff members should:
 - * have the same measure of protection from threat as any other public citizen
 - * use their professional judgement about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour, including their first concern for their own safety. They should make it known that they have recognised the pupil even in a group. They should use their discretion to leave a difficult situation without provoking further confrontation and the school will apply sanctions when the pupil is next in school.
2. The school will work with the local police to develop agreements about the use of police intervention to manage serious misbehaviour. (See Appendix 3)

4.9 Promoting and rewarding good behaviour

1. This policy acknowledges that rewards are more effective than sanctions in motivating pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly and staff members are encouraged to reinforce positive behaviour through praise and reward.
2. The schools implement a wide range of rewards which are applied consistently. The head teacher has a legal duty to determine measures aimed to encourage good behaviour and respect.
3. The schools promote the frequent use of encouraging language and gestures, both in lessons and around the school so that positive behaviour is instantly recognised and positively rewarded. (See reward systems below, 5.2.)
4. The schools use praise and reward in a personalised way. Thus, it may differ when used for individual pupils, a class or year group. For example, some pupils may thrive when praised, but others will not respond well to overt praise and staff will need to use subtle praise when working with them.
5. The school staff will use praise and reward through contact with parents/carers to reinforce the message pupils are getting at school for improved behaviour.
6. The school staff will monitor any emerging patterns through audit of behaviour logs, incident reports and Risk assessments, (IBPs). This monitoring system will record behaviour in relation to the age, ethnicity, gender, SEN and DDA needs of the child as well as taking action to avoid bias. (See 6.3.)
7. Praise and reward will be used to promote a particular aspect of positive behaviour, for example, when a pupil stands up to bullying behaviour.
8. The schools will look for opportunities to celebrate good pupil behaviour outside of school to ensure that the school works in an integrated way with care and therapeutic services.

4.10 Dealing with bullying behaviour

a) What is bullying?

1. Bullying may be defined as “Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”. This includes people with protected characteristics such as minority groups, SEN, Learning Difficulties, and people with cultural, religious and other beliefs and values (Safe to Learn Guidance, DCSF)
2. Pupils are bullied for a variety of reasons – and for no reason. Specific types of bullying include: bullying related to race, religion or culture; bullying related to special educational needs (SEN) or disabilities; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers or looked after children or otherwise related to home circumstances; sexist or sexual bullying.
3. Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods.

b) The Law

1. There are various legal requirements on and powers for schools that relate to bullying. These are detailed in section 2 of the guidance, (Safe to Learn). In particular, the Education and Inspections Act 2006 requires that head teachers must determine measures on behaviour and discipline that form the school’s behaviour policy, acting in accordance with the schools’ statement of principles in so doing. Measures, in this context, include rules, rewards, sanctions and behaviour management strategies.
2. The policy determined by the head teacher must include measures to be taken with a view to “encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils and staff”.
3. The law empowers head teachers, to such extent as is reasonable, to regulate the behaviour of pupils when they are off school site, (which is particularly pertinent to regulating cyberbullying), and empowers members of school staff to impose disciplinary penalties for inappropriate behaviour.

c) The whole school anti-bullying policy

1. Anti-bullying work is allocated by the Principal to the school behaviour manager and Anti-bullying officer who will conduct an audit of the school’s current practices to prevent and deal with bullying and prioritise necessary changes to the policies and anti-bullying strategies. (See Clovelly House Behaviour Policies & Procedures.)
2. The anti-bullying policy will link to and form part of the behaviour policy for the schools and principles of good practice will apply across the policy
3. The anti-bullying policy covers all the forms of bullying described in paragraph 4.9a) above; and it covers

the bullying of school staff, whether by pupils, parents/carers or other staff, as well as the bullying of pupils. All behaviour which is perceived by others, pupils and staff, to be bullying, will be dealt with according to the bullying policy and 'Anti-bullying strategies'.

d) Cyber-bullying

1. Cyber-bullying can be defined as *the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, or other digital means deliberately to upset someone else*. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.
2. Cyber-bullying will not be tolerated by the schools and the school staff will use their legal powers to confiscate mobile phones or any other device where necessary and to involve the police in serious cyber-bullying incidents involving harassment and threatening behaviour. (See 5.6)
3. Consequences will be put in place under the regulations for off-site activities.
4. Pupils will be educated about the effects of cyber-bullying in school to make them aware of the effects on victims and to avoid any misunderstandings about the misguided use and unintentional forwarding of hurtful images and comments by bystanders as accessories.
5. Awareness and understanding will also be promoted through discussion and activity around what cyber-bullying is and how it differs from other forms of bullying.
6. School staff members will continuously update their knowledge and will monitor the use of the internet and ensure that pupils are aware of the consequences of cyber-bullying.
7. The schools will take steps to identify the person responsible for the bullying such as looking at the school system and computer logs; identifying and interviewing possible witnesses; and, with police involvement, obtaining user information from the service provider.
8. Once the person responsible for the cyber-bullying has been identified, sanctions will be applied and steps will be taken to change the attitude and behaviour of the bully.
9. All incidents of cyber-bullying will be recorded and reported using the same procedures as for bullying.
10. Where cyber-bullying takes place outside of school, and where this impacts on the school, the school will work together with the pupils involved as well as with their parents/carers.

e) Homophobic bullying

1. Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual People or any other gender different groups, (LGBT+).
2. Every child in every school has the right to learn free from the fear of bullying and the schools will not tolerate homophobic bullying.
3. Members of the school community who may experience homophobic bullying are:
 - * Young people who are lesbian, gay or bisexual (LGBT+)
 - * Young people who are thought to be lesbian, gay or bisexual
 - * Young people who are different in some way - they may not act like the others
 - * Young people who have gay friends, or family, or their parents/carers are gay
 - * Teachers, who may or may not be lesbian, gay or bisexual.
4. Homophobic bullying looks like other sorts of bullying, but in particular it can include:
 - * Excluding – refusing to include them in school social life,
 - * Verbal abuse – including spreading rumours that someone is gay,
 - * Physical abuse – including hitting, punching, kicking, sexual assault, and threatening behaviour.
 - * Cyber-bullying – using on-line spaces to spread rumours about someone or exclude them.
5. Staff should respond effectively to incidents of homophobic bullying, and instil confidence in pupils and parents/carers that issues will be dealt with.
6. Staff will ensure that pupils know that homophobic language will not be tolerated in schools.
7. Sanctions will be applied if pupils continue to use homophobic language.
8. The school will involve parents/carers in dealing with the attitudes of the pupil.
9. Physical abuse can indicate a young person is at risk, and, if required, the schools will implement strategies to safeguard pupils.
10. Anti-bullying policies will be rigorously enforced and sanctions applied in order to keep pupils safe from physical abuse and all incidents of homophobic bullying will be detailed in the bullying log and/or the

racist abuse log.

f) Racism

1. *“The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith, community, national origin or national status”.*
2. The schools will promote tolerant and diverse communities and will fulfil their legal duties to encourage respect for diversity.
3. The school staff will actively model and promote tolerance for difference.
4. All occurrences of racist bullying are racist incidents, although not all of the latter necessarily amount to bullying the school will undertake self-evaluation of the extent to which pupils feel safe in the school from bullying and racist incidents. This includes prejudicial behaviour towards ethnic minority groups.
5. The school staff will plan curriculum work designed to create, (or perpetuate), an ethos which reduces the likelihood that racist bullying will happen. This will take place through cross curricular work on seven themes covering:
 - * Shared humanity: similarity, sameness and universality
 - * Respect and tolerance: for others
 - * Difference and diversity: contrasting stories and interpretations
 - * Interdependence: borrowing, mingling and mutual influence
 - * Excellence everywhere
 - * Identity and belonging
 - * Race, ethnicity and justice.
6. In responding to incidents of racist bullying school staff will accept the pupil's account of the incident and confirm that it was right for the pupil who is reporting the racist bullying to approach and inform school staff. They should consult the pupil about the action to be taken and should stress that the pupil was not himself the cause of the bullying.
7. The school will promote a restorative approach to dealing with racist bullying, but if necessary the sanctions for bullying will be applied.
8. The school will keep a racist bullying log to monitor racist incidents with a view to early intervention and visual displays around the school reiterating the importance of positive behaviour.

g) Anti-bullying strategies

1. The aims of school anti-bullying strategies and intervention systems are:
 - * To prevent, de-escalate and/or stop any continuation of harmful behaviour,
 - * To react to bullying incidents in a reasonable, proportionate and consistent way,
 - * To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil,
 - * To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.
2. Preventative strategies include:
 - * Effective school leadership that promotes an open and honest anti-bullying ethos.
 - * Staff consistently working with pupils,
 - * Use of curriculum opportunities, (in particular, Counselling, PSHE, RE and Citizenship lessons can be used to discuss issues around diversity and draw out anti-bullying messages).
 - * The Social and Emotional Aspects of Learning (SEAL) programme, a whole-school and whole-curriculum approach to developing social and emotional skills in areas such as empathy and the management of feelings, is also highly relevant to reducing bullying, as is the Social Skills Group Programme.
 - * Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week in November of each year; group work and whole-school meetings).
 - * Engaging pupils in the process of developing the school anti-bullying policy and promoting open and honest reporting.
 - * Improving the school environment, looking, in particular, at staff supervision patterns; the physical design of the building(s); and joint work with school partners.
3. Disciplinary sanctions and learning programmes will be used to deal with those pupils who are found to be bullying. The sanctions will be applied fairly, proportionately, consistently and reasonably, taking account of any special educational needs (SEN) or disabilities that pupils may have and taking into

consideration the needs of vulnerable children.

4. Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused.
5. Pupils must not be excluded from school for being bullied, even if the school believes they are doing so for the child's benefit. The legislation on exclusion in the Education Act 2002 makes clear that "exclude...means exclude on disciplinary grounds".
6. In conjunction with disciplinary sanctions, there are a range of other strategies that schools can use to combat bullying. These include:
 - * Engaging with parents/carers promptly when issues of bullying come to light, whether their child is the one being bullied or the one doing the bullying
 - * Making everyone aware of the complaints procedures
 - * Engaging with partners in a multidisciplinary way
 - * Establishing Partnerships with local police
 - * Using Restorative justice approaches which hold pupils to account for their behaviour and engages with them to agree the actions to be taken to repair the harm caused.
7. The school will educate pupils and staff on the safe use of the internet and new technologies and raise awareness of cyber-bullying through lessons, counselling sessions and group discussions relevant to whole school issues.
8. Review of the policy and incidents of bullying will take place regularly.

h) Staff professional development

1. Anti-bullying work will be incorporated into general and specific staff induction and continuing professional development (CPD).
2. Where specific training needs have been identified for particular members of staff, the Principal will ensure that those members of staff have access to the advice, training and development opportunities appropriate to their needs.

i) Reporting and recording incidents of bullying

1. Pupils will be encouraged to report bullying in confidence using a variety of methods. These may include writing reports, disclosing to a trusted staff member, telling a trusted professional outside of the school, talking to the school counsellor, etc. Parents/carers are encouraged to contact the school directly about bullying at school.
2. All incidents of bullying, will be recorded in the bullying log using the online behaviour reporting systems, and will be made available to the management team at Clovelly House School.
3. Keeping records of bullying incidents will enable the school to:
 - * manage individual cases effectively;
 - * monitor and evaluate the effectiveness of strategies;
 - * celebrate the anti-bullying work of the school;
 - * demonstrate defensible decision making in the event of complaints being made;
 - * engage and inform multi-agency teams as necessary.

4.11 Use of physical force

1. Staff members and adults working at the school will avoid using physical restraint with pupils unless it is absolutely necessary.
2. According to Clovelly House Policies and Procedures, staff members and adults will only use physical restraint in incidents which involve the threat of serious injury or harm to a pupil, him/herself and/or to others or in incidents which involve serious damage to property.
3. Staff members will undergo training in the use of 'physical handling of pupils'. Staff members who are not trained must avoid using physical restraint.
4. Staff members should use appropriate and legal holds to handle pupils.
5. According to the 'Use of Reasonable Force' Guidance from the Education Department, all school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.
6. If the force used is reasonable all staff will have a robust defence against any accusations or legal action.
7. Judging the reasonable use of force will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent.

8. In schools 'force' is generally used for two different purposes – to control pupils and to restrain them.
9. "Control" can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path), or active physical contact, (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back).
10. When members of staff use "restraint" they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two pupils are involved in a fight and physical intervention is needed to separate them.
11. According to the guidance, in schools, reasonable force might be used to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so, or to prevent a pupil behaving in a way that seriously disrupts a lesson or a school event.
12. The guidance also states that schools should never seek to inhibit the ability of staff to use force by adopting a 'no contact' policy. The power to use force helps ensure pupil and school safety and the risk with a no-contact policy is that it might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking an action needed to prevent a pupil causing injury to others.
13. In the case of pupils with SEN or disabilities information about the individual concerned must be circulated so that schools can assess the need to make individual risk assessments where it is known that force is more likely to be necessary to restrain a particular pupil, such as a pupil whose SEN and/or disability is associated with extreme behaviour.
14. When using physical contact members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.
15. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.
16. All incidents involving physical restraint must be recorded thoroughly, using the Clovelly House Incident form. (See 6.2.)

4.12 Exclusion

1. According to DfE guidance, the schools promote an inclusive education policy, and exclusion is avoided where possible. The school has a separate suspension and exclusion policy which details details of such.
2. If a pupil's behaviour is seriously disrupting the school and the teaching and learning of others, s/he may be educated at an alternative venue for a period of time. This 'alternative education' package (outreach) will be reviewed weekly with a view to the pupil returning to the main school site as soon as possible. The pupil will be provided with work and, where possible, a staff member to continue the teaching.
3. Children who become excessively dysregulated and distressed at school and who have the potential to harm themselves or others, may be sent home for a few hours for support to calm down and re-regulated themselves and they may return to school when settled and able to access education.
4. If a pupil demands to be sent home, the school will avoid meeting the pupil demands and the pupil will be sent home on terms decided by adults. However, if a pupil is seriously vulnerable and distressed, the head teacher may decide to send the pupil home as the best decision for the well-being and interests of the child. At such times, the school may provide home study material if necessary or relevant.
5. If the risk assessment determines that two pupils should not be at school at the same time, it may be decided that they will be educated at alternative times at the main school site. In this case, school work, and teaching staff, where possible, will be provided on the alternative days for pupils out of school.
6. When new pupils arrive at the school with a poor history of school attendance, they may find it difficult to 'tolerate' staying at school for a whole school day. In consultation with the parents/carers, it may be decided to have a phased reintroduction to the school while the pupil develops resilience and the ability to stay at school without disrupting others. During this period the school will try different calming and learning strategies and will hold regular meetings to review the situation and plan the phased return to school.
7. On rare occasions, pupils may be suspended for a fixed period for serious breaches of behaviour, according to government guidelines.
8. If a pupil is to be suspended or offered alternative education, the school will communicate with the parents/carers, social worker and local authority of the child. Details of the exclusion or alternative education package will be put in writing and forwarded to the pupil's home. Follow up meetings will be minuted and records of minutes will be kept in the pupil's personal file.

9. If the school is unable to meet the needs of the child because of changing circumstances, serious breaches of behaviour or safeguarding reasons, the school may serve notice to end the placement of the child according to the suspension and exclusion policy.
10. Records of Suspension, Exclusions and Alternative education provision will be kept at the main school sites and will reflect the monitoring of SEN and disability.
11. Decisions about exclusion and alternative education provision will be made by the Principal and Head of School and are final.

4.13 Substance misuse

1. The school sites have a non-smoking policy for all staff members and pupils.
2. Pupils who attend school under the influence of illegal substances or who bring illegal substances in to school will be sent home or taken to A & E if there are health concerns.
3. All cases concerning substance misuse must be reported to the head teacher immediately.
4. If there is a suspicion of substance misuse, the child will be closely monitored and the concerns will be relayed to the Safeguarding officer and the home manager/carers/Head of School.
5. Cases involving the use of drugs will be referred to the police and other authorities, and, in consultation with the authorities may be investigated by the school or the police.
6. The school will use a multidisciplinary approach with partners to deal with substance misuse in school.
7. All incidents of substance misuse will be recorded using the Clovelly House Incident forms and CPOMS. (See 6.2.)

5. Procedures for implementing the policy

5.1 Strategies to support positive behaviour

1. All staff members will implement therapeutic strategies to support positive behaviour. These may include programs such as the National Strategies program, 'Social and Emotional Aspects of Learning, (SEAL), and Social Skills Group Programmes. These may include 'tutor time', 'counselling', 'talking & drawing', 'reflection and direct work', 'lego therapy', 'ELSA', blobs – 5 steps to anger, Sensory bag (toolkit), etc.
2. Staff members will model positive behaviour
3. Although pupils will be required to complete sanctions which are put in place, they will be encouraged to begin each day as a fresh start so that they are motivated to begin each day positively.
4. Staff members will be proactive in trying to support the child to develop the self-esteem and self confidence to behave in a positive manner. This will include the use of tutor time, talking & drawing, reflection, lego therapy, blobs, '5 steps to anger', and the sensory bag toolkit
5. Staff members will be trained to recognise the link between delivering stimulating and interesting lessons and good behaviour, and will be required to plan accordingly.
6. Staff members will promote an 'invitational approach to learning' through planning an inviting learning environment, curriculum, atmosphere and approach.
7. Pupils will be encouraged to take responsibility for their own behaviour. This will be done through feedback, behaviour mentoring and the use of behaviour recording tools, focussed during tutor time.
8. Behaviour contracts may be used with an emphasis on positive terminology such as 'you will..' as opposed to 'you will not..', and will contain short term goals.
9. The school acknowledges the role that food/diet, sleep, routine and home care play in behaviour management and the school will work with carers to promote healthy lifestyles and care to support positive behaviour
10. The school is aware that medication can affect a child's behaviour and medical logs will be kept, including sharing information about the effects of medication on each pupil as necessary. These will be considered in any behaviour analysis meetings and discussions.

5.2 Reward systems for positive behaviour

School staff members will look for opportunities to use praise and reward to acknowledge positive behaviour. In addition, the following may be used:

- * Congratulations and 'good news' postcards home
- * Personalised letters to parents/carers
- * Certificates which recognise positive contributions to the school community
- * Celebration assemblies involving parents
- * Special privileges

- * School visits and off-site activities when pupils are safe enough
- * Earning time for free choice activities time
- * Commendation points linked to rewards such as a pen, notebook, etc.
- * Merit points (See appendix 4).
- * Daily logs
- * Personal behavioural targets such as Individual Behaviour Plans which are linked to Risk assessments, and daily charts.

5.3 Consequences for poor behaviour – use of disciplinary sanctions

1. School staff have a statutory power to impose sanctions, but more serious sanctions will be applied by senior leaders only. All staff will be trained on the school's behaviour management procedures.
2. Sanctions must be reasonable and proportionate to the circumstances of the case.
3. The schools will monitor the use of sanctions by age, ethnicity, gender, SEN and disability.
4. The schools have an appropriately wide range of sanctions using a scale of responses which are reasonable and proportionate.
5. These sanctions are in place for the purpose of:
 - * trying to guide the pupil to understand that what s/he has done is unacceptable,
 - * deterring the pupil from repeating that behaviour,
 - * signalling to other pupils that the behaviour is unacceptable and deter them from doing it.
6. The school has regular training sessions for staff to review and monitor responses to different behaviours leading to a shared understanding of behaviour management.
7. This policy clearly identifies the referral systems which different staff members may apply as well as protocols for dealing with the police. (Appendix 2)
8. School staff will be trained to use the 'on call' system to support with behaviour management. The senior staff member 'on call' will decide the process for dealing with carers, parents, social services and other multi-agency teams.
9. All pupils will have an Individual Risk Assessment that links to a Behaviour Plan, (IBP), to help individual pupils to manage their behaviours. It should identify precise and realistic SMART targets and a tier flow chart for the pupil to work towards and should be agreed with the child's care team.
10. The school also has a Wellbeing manager and key workers to support behaviour and well-being as well as academic achievement and should focus on pupils' ability to become good citizens.
11. All staff members need to apply sanctions consistently and fairly taking account of principles of equality and individual needs. Thus, the use of sanctions will be monitored and evaluated to ensure consistency.
12. Data gathered consistently and analyzed will be published to illustrate school improvement.
13. Monitoring systems will be designed to work efficiently, with staff workload in mind.
14. Sanctions will be based on the following guidelines so that pupils see them as fair.
 - Staff members will:
 - * make it clear they are dealing with the behaviour, rather than stigmatising the person
 - * intervene early to avoid escalation of behaviour
 - * avoid sanctions becoming cumulative and automatic
 - * avoid whole group sanctions that punish the innocent
 - * use sanctions that are a logical consequence of the inappropriate behaviour
 - * use sanctions to put harm right
 - * never issue a sanction that is humiliating or degrading
 - * use sanctions in a calm controlled manner
 - * ensure that sanctions are seen as inevitable, consistent and time bound
 - * attempt to link sanctions to the concept of choice
15. Sanctions should not be used where low-level interventions such as a non-verbal signal or reminder of a rule will suffice.
16. Sanctions may be avoided by encouraging pupils to reflect on their behaviour through individual or group discussions.
17. The school may use restorative approaches to address poor behaviour.
18. When using sanctions, staff will consider whether an apparent behaviour difficulty is a manifestation of underlying learning difficulties or social emotional difficulties.
19. All sanctions will be recorded on CPOMS, and/or Behaviour logs the correct procedures. Behaviour logs will be analysed by the School Heads and Principal half termly and actions put in place to improve

5.4 'On call'

1. Staff members at Clovelly House will use an 'on call' system to support behaviour management.
2. Staff members will use the 'on call' to phone the Principal, Head of School or member of the ELT, (Education leadership team) to obtain advice and support to assist with behaviour management at different sites.
3. The 'on call system' will be used to gain and to pass on information about the situation at various school sites. It may also be used to check out the location of various groups if, for example, a pupil has left a school site without permission.
4. In all cases where there is a safeguarding concern, the Principal, Head of School, and the Clovelly House Safeguarding officer, (DSL), must be informed immediately.
5. 'On call' should be used if there is a breach of examinations regulations.
6. All staff on the same school site should be informed if 'on call' is used.

5.5 Use of sanctions

The following sanctions may be used by education staff members at all levels:

1. One-to-one admonishment
2. Removal from the group
3. Withdrawal from a particular lesson (with permission of the teacher)
4. Withdrawal of access to the ICT system for their subject area
5. Withholding participation in a school trip or sports event for their area
6. Withdrawal of break or lunchtime privileges
7. Carrying out a useful task in the school
8. Various forms of detention
9. For pupils to remain after school to complete unfinished work with express agreement of the home carers/parents (not a formal detention) – this needs a lot of planning and permission from parents
10. Reduced levels of mobility and increasing levels of staff supervision

The following sanctions may be used by the School Head in charge of a school site:

1. Sending the pupil home
2. Requesting police intervention (See appendix 3)
3. If pupil behaviour is considered by staff members to be unsafe, off-site activities such as school visits of PE may be cancelled due to increasing levels of risk in the community.

The following sanctions may be used by the Principal:

1. An alternative education package where the pupil is educated at an alternative site for a fixed period
2. A fixed term exclusion
3. Permanent exclusion

5.6 Detention

1. School staff have a statutory power to put pupils aged under 18 in detention after school sessions if arranged with parents/carers and the taxi company.
2. Detentions are lawful if pupils parents/carers have been informed that the school uses detention as a sanction and if the school gives parents 24-hour notice of detentions outside school sessions.
3. The head teacher has approved this sanction for the use of education staff.
4. This sanction is available to all school staff in lawful control of pupils and not just to teachers.
5. The Act requires 24 hours to be given in writing to parents/carers about a detention. This notice should give all the relevant details about the detention.
6. A range of activities may be required of pupils in detention. These may include: set work, completing assessed coursework, undertaking tasks to assist staff such as classroom displays or reparation tasks.
7. The staff member issuing a detention is responsible for setting tasks, ensuring health and safety issues are considered and for staff cover to ensure that the detention is supervised in a manner that is consistent with staff contracts and job descriptions.
8. The staff member should consider whether or not the length of the detention is reasonable in relation to the seriousness of the misbehaviour and is sufficient to achieve a specific outcome.
9. Staff members issuing a detention will take the following into consideration: any medication the pupil may need, transport home, pupil's out of school responsibilities, commitments such as therapy sessions, nutrition, and medical or religious considerations.

10. If a pupil walks out of detention, the staff members should not use force unless it entails serious risk to the safety of the pupil or another person or it leads to behaviour that prejudices good order and discipline.
11. If s/he walks out of detention a staff member should try to deal with the pupil by making it clear to him/her that s/he is making choices and will be held to account for those choices, and that a further and higher level of sanction may be imposed on the pupil, such as an exclusion.
12. The staff member should inform the Head teacher and/or behaviour manager if a detention has been imposed and should record details of the detention in the school sanction book.

5.7 Confiscation (including retention and disposal) of inappropriate items

1. The school has the lawful right to confiscate pupils' property as a disciplinary sanction so long as it is reasonable in the circumstances of the particular case.
2. Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case.
3. The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated pupils' property.
4. For the confiscation to be lawful, it will be proportionate and necessary in the pursuance of maintaining an environment conducive to learning and safeguarding rights of other pupils to be educated.
5. According to the Violent Crime Act (2006), (Education Act 1996), the school will allocate staff to search suspected pupils for knives or other weapons without consent. This search may be carried out by the teacher in charge of a site, the head teacher or the behaviour manager. The search should be carried out by at least two adults, one of whom should be the same sex as the pupil and items seized during such a search should be stored in a safe place until they are handed over to the police or to a member of the home team where the pupil resides.
6. The confiscation should be reported to the head teacher and/or behaviour manager and should be recorded as an Incident. The incident should be followed up with further consequences.
7. The school will confiscate mobile phones or electronic equipment if they are being used to prejudice the maintenance of good order in the school. The staff member may not access messages on a pupils' phone without permission, but may ask a pupil to reveal a message for the purpose of establishing whether cyber-bullying has occurred. If a pupil refuses to comply then further disciplinary sanctions may be applied such as phoning staff from the home to come in and remove it.
8. All education staff members may confiscate items in the class which interfere with teaching and learning, except where there is suspicion of an illegal, stolen, hazardous or dangerous item. In this case it should be reported to 'on call' immediately who will refer it on through the appropriate channels.
9. The criteria for confiscation in the school will include:
 - * an item which poses a threat to others
 - * an item which poses a threat to good order for learning
 - * an item that is against school uniform rules
 - * an item that poses a health and safety threat
 - * an item that is counter to the ethos of the school or may cause tension with others
 - * inappropriate materials
 - * an item which is illegal for a pupil to have.
10. The school will take care when deciding to confiscate items of clothing or jewellery to ensure that it does not contravene religious or cultural conventions. In such a case the pupil will be sent home to change at the earliest opportunity.
11. The school will keep detailed records of confiscated items and will store the items securely until they can be safely returned to the pupils' parents/carers.
12. The school has a clear policy on the use and possession of mobile phones. Pupils who are transported to school will not keep mobile phones on their person at school. These will be confiscated and returned to the pupil when they return home. Mobile phones in school may contravene examination board and school rules about the use of technologies in exam settings, and pupils may use phones or other technological equipment to take photographs, humiliate or bully other members of the school community. The home has a responsibility to ensure that the pupil does not bring his/her mobile phone into school.
13. In exceptional cases where pupils make their own way to school, they may carry a mobile phone, but should hand it in to staff during the school day and it will be returned at the end of the school day. In this case, a home school agreement will be drawn up with parents/carers to ensure that agreement is

reached about the use of the mobile phone

14. The school will not normally retain confiscated items. They will be returned to parents/carers at the end of the school day with a note requesting carers to ensure that they are not returned to school. If a pupil has an item which is unlawful or hazardous, the item may be forwarded to the police and the parents/care team will be informed.

6. Systems for recording and reporting behaviour

6.1 Risk Assessments

1. Individual risk assessments will be written for all pupils admitted to the school and individual risk assessments will be stored in pupil's personal files.
2. The school will request copies of the risk assessments as written by care staff in the homes and will work in a multi-disciplinary way to manage risk.
3. School staff will be required to write risk assessments including details of behaviour management before taking pupils off site.
4. Risk assessments will be reviewed at least once a half term, or sooner if behaviour indicates the need for a new risk assessment.
5. The Head of School and the Principal will monitor and review risk assessments.
6. It is the responsibility of all education staff team members to familiarise themselves with risk assessments before working with pupils and to contribute to the implementation, monitoring and review of risk assessments.
7. Risk Assessments will be linked to Behaviour Improvement Planning.
8. Where necessary, risk assessments will be made available to social workers and other professionals.

6.2 Incident Reports

1. Low level unacceptable behaviour will be addressed at the time by education staff members. This includes, swearing, not complying with instructions, throwing books on the floor, etc. At this level incidents may be recorded in the online daily logs, (dailies).
2. Higher level incidents, such as abusive behaviour, leaving class without permission, low level damage to property, tearing up work, etc. will be recorded by staff members as a record in the behaviour recording logs. These incident reports are written up in using the online report form and may or may not be circulated to other departments within Clovelly House. This allows for tracking and monitoring of incidents. Internal incident reports are stored in the online behaviour logs.
3. External incident reports are used when behaviour has escalated to a concerning level and external agencies need to be informed. These will include, the home care team, senior managers at Clovelly House, therapists, social workers, YOT workers and other relevant professionals. External incident reports are written up using the Clovelly House Incident notification forms. (See appendix 5). In addition to the full form which contains details of physical restraint and child protection concerns, a summary of the incident is written up on a fax notification sheet. This report is used to inform external agencies and is sent to the agencies mentioned above. The full report is filed in the pupils' personal file. Senior leaders will review the logs. This allows for tracking and monitoring of incidents.
4. Staff members are required to use formal language and correct grammar when writing reports. They are expected to provide full details of the incident including information about who was present, what time the incident took place and where it took place. These reports may be used if the incident is reported to police or used in multi-disciplinary meetings and should reflect the professionalism of the education staff team.
5. All incident reports will be monitored by the behaviour manager Head of School and the Principal.

6.3 Individual Behaviour Plans

1. All pupils will have an Individual Behaviour Plan, which derives from the Risk Assessment (IBP).
2. The individual behaviour plan will be incorporated into the risk assessment, and will compliment this.
3. Objectives on the IBP will be drawn up in accordance with requirements in education statements, risk assessments, issues raised by staff members and perusal of the incident reports and dailies.
4. IBPs will be discussed with relevant pupils when they are drawn up and pupils will be encouraged to take personal responsibility for improving their behaviour according to the targets on the IBP.
5. IBPs will be drawn up when a pupil is admitted to the school and, for LAC pupils, when s/he has a 'looked after child' review, (six monthly).

6. IBPs will be drawn up by the Behaviour Manager and the SENCO, but the behaviour manager will have full responsibility for monitoring them and ensuring that all staff members are supporting pupils to improve their behaviour in line with targets set. To facilitate this, the behaviour manager will ensure that targets on the IBP are communicated to relevant people who are working with the child.
7. Pupils will be encouraged to be included in drawing up their IBP to encourage and ensure that personal responsibility is improved
8. Residential Practitioners, therapists and other relevant professionals will be consulted in the process

6.4 Daily Logs

1. Daily logs, (dailies) will be kept to record pupil behaviour across the school day. Each pupil will be scored at the end of each lesson by staff members. The lessons will be scored by allocating tokens for positive behaviours. Pupils can achieve tokens for each lesson as well as during lunch and break times which can be added up for a reward which may be taken at any time. The criteria for the dailies will be discussed with the pupils in line with the 'red', 'orange' and 'green' behaviour charts which are exhibited. These daily scores will be discussed with pupils and used for motivation both during and after the lesson. Pupils will not be able to dictate their scores, as behaviours are clearly identifiable as 'red', 'orange' or 'green'. (See appendix 4)
2. Staff members will annotate the online daily records to record relevant information about the behaviour during the lesson. Information from the dailies will be forwarded to the pupils' homes as well as to the school behaviour manager using Dojo on a daily and/or weekly basis.
3. In each of the lessons pupils can achieve a maximum of 1 token, giving a possible total of 8 per day. Pupil scores will be totalled at the end of the week and scores will translate to a reward which can be 'cashed' in at any time
4. The daily logs will contain a key for analysing behaviour and will have a check list for monitoring SEN, disability and equality.
5. If a child has an absence, s/he will not receive a token for that period in school.
6. Weekly scores will be e-mailed and recorded to each parent using Dojo.
7. Pupils who are receiving alternative education will have their tokens scored as usual.

See also: Clovelly House Policies and procedures relating to management of behaviour

School Discipline chapter of the 'Education and Inspections Act 2006'

'Disability Discrimination Act 1995 and 2005'

The SEN duties in the Education Act 1996, amended by the SEN and Disability Act 2001.

DCSF resource, 'Implementing the Disability Discrimination Act in Schools and early years settings'

Article 12 of the National Convention on the Rights of the Child (UNCRC),

Practitioners Group on School Behaviour and Discipline, 'Learning, Behaviour Principles and Practice – What works in Schools' Section 2

National Primary and Secondary Strategies on Behaviour and Attendance

National Strategies toolkit for secondary schools and CPD materials for Primary schools

Violent Crime Act 2006

Race Relations Act (1976) and Race Relations Amendment (2000) Act.

Chapter 5, Department Guidance on Safeguarding Children and Safer Recruitment in Education.

'Use of force' – guidance for schools, published online by Teachernet.

'Safe to Learn: Embedding anti-bullying work in schools' – DCSF guidance for schools, published online by Teachernet.

'Exclusions Policy', published online by Teachernet.

'Clovelly House Attendance Policy'

'Guidance on the use of Restrictive Physical Interventions for Staff working with children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders

'The Use of Force to control or Restrain Pupils

'Preventing and Tackling Bullying: Advice for School Leaders and Governors'

'Leicester City Council – Anti-bullying Guidance for Schools and Services

School Exclusions

School Attendance

Appendix 1
School Statement of Principles

1. This Statement of Principles reflects a commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying and in promoting equality of opportunity, the welfare of pupils, and good relations across the school community.
2. The Statement of Principles ensures that vulnerable pupils, (Pupils with SEN, physical needs, mental health needs, migrant and refugee children and looked after children), receive behavioural support according to their needs.
3. All pupils will have access to a broad, balanced and relevant curriculum including literacy, numeracy, scientific enquiry, ICT, creative, vocational and physical development subject areas. These subject areas will be differentiated to take account of each pupil's particular needs and modified to ensure the maximum flexibility and attention to his/her academic and personal development.
4. The pupils are taught to have respect for themselves, for others and for things, including the environment
5. Staff members understand that most of our pupils have experienced trauma in the past and that this affects behaviour. Through patient and planned intervention and positive behaviour management pupils are encouraged to take responsibility for their own behaviour and to make positive choices as they grow towards independence.
5. All systems, teaching and management of the school focus on the promotion, establishment and internalisation of socially acceptable and appropriate behaviours.
6. Through an individualised approach in a consistent, caring and supportive environment each pupil will be given opportunities to encourage them to develop their skills, qualities and self-esteem.
7. With this positive behaviour management each pupil will be empowered as his/her confidence, ability and self-control is enhanced.
8. Children are encouraged to develop appropriate behaviour patterns. There is a warm caring attitude in adult-child relationships together with individual/ group tutorials and the systematic use of incentives. Children are dealt with as individuals and this facilitates pastoral care.
9. The school actively promotes the 'Every Child Matters' agenda. Thus, provision aims for all pupils to be healthy and safe, to enjoy and achieve, to make a positive contribution and to achieve financial well-being as far as is possible.
10. All individuals are valued equally and everyone in the school is expected to behave in a safe and considerate manner.

To achieve this staff members will endeavour to:

- * develop and encourage home/school contact in order to reinforce the positives for each child
- * develop academic achievement, skills, creativity, imagination, initiative and individuality in all pupils
- * enhance the self-esteem of all pupils and promote positive interactions
- * work towards improving behaviour, encouraging attendance and attainment
- * promote multidisciplinary partnerships in which all stakeholders are involved in improving the school
- * promote an inclusive and caring community which respects the contributions and values of all sections of society
- * prepare pupils for responsible adult life.

Appendix 2

School Expectations:

Students will:

Be expected to follow the dress code at the school and to wear appropriate clothing for different activities

Be in school at the agreed time and be punctual and prepared for each lessons

Provide a doctor's certificate or note from your carers/parents if you are absent from school

Show respect and courtesy to others at home, at school and in the community at all times

Remain in the school grounds during school hours unless you are out on an activity

Complete the expected work during lessons

Respect school property and the possessions of others

Use polite language at all times

Not disrupt others from learning

Not use mobile phones or other technological devices improperly or as a distraction in class

Not display bullying or intimidating behaviour towards others

Not smoke or bring matches or lighters into school

Not bring illegal substances or drugs into school

Not bring any offensive weapons into school

Appendix 3
Home/Education Team – Police Intervention Strategies

The school and home have strategies for managing risk and behaviour. (Refer to Behaviour Policies and Procedures.) However, on rare occasions, it may be necessary to request police intervention to manage serious risk at the school and home.

The following guidelines for police intervention are suggested:

Level 1:

Teachers, instructors, carers and TAs manage incidents in the classroom and around the school and home. These staff complete incident reports or bring the information to daily briefings. e.g. swearing, walking out of class, minor damage, tearing up work, etc.

Level 2:

In school and home, behaviour is escalating and staff members call for assistance from other staff within the building and the behaviour support manager to help with managing behaviour. (This may entail using care staff and may or may not result in the young person being educated elsewhere.) e.g. a fight, pushing other, shouting abuse, etc.

Level 3:

The behaviour is considered to be concerning, but is being managed or contained in school or the home or by removing a young person from the area. It is so concerning that it is felt that the community beat officers should be invited in to address the young person(s). This may take a few days to arrange. e.g. serious and continuous bullying, threatening others, accessing inappropriate internet sites, substance abuse etc.

Level 4: This is very concerning and requires police intervention. Someone is committing a criminal offence which may involve harm to self or others and/or is causing serious criminal damage to property. At this level you call 0116 2222222, but use this after the previous levels have been explored. ('Missing from care/school' incidents fall within a level 4.)

Level 5:

This is an immediate crisis and someone is going to be seriously injured or it is life threatening. At this level you call 999, but use this after the previous levels have been explored or discounted.

(Decisions regarding levels 3-4 should be made by the senior, teacher in charge of a site and/or the manager and/or principal. If a situation progresses to level 5, any adult in charge can make the decision to call 999.)

NB

(Please note that the incident reports are likely to be used in incidents involving the police. It is in your interest to produce high quality professional reports for external agencies. You MUST ensure that these incident reports are written using correct grammar and spelling. This is an expectation of the Principal and Clovelly House.)

Red Behaviours

Hurting other students, adults or animals

Racist/Sexist/Homophobic Language

Leaving school without school staff
permission

Serious vandalism of school property

Stealing

Threatening or Bullying Behaviour (verbal
or with objects)

Continuously disrupting other's learning

**Possible Consequence – Reflection
Day/Contact Home
No tokens given for that day**

Orange Behaviours

Verbal abuse **towards** a student or adult

Refusing a reasonable request from an adult

Inappropriate technology use

Physical aggression e.g. pushing

Unsafe behaviour

Damage to school property

Lying

Interrupting another's learning.

Step 1 – 1 warning and time to use a calming/regulating strategy.

Step 2 – No tick/token for the lesson.

Green Behaviours

Showing respect to students and adults

Showing respect for people's physical space.

Following a reasonable request

Appropriate technology uses

Using manners

Showing kindness and being helpful

Asking for and using a calming strategy

Communicating feelings and needs

Focusing on learning for your target time/amount

Rewards

Positive Dojo Home

1 token per tick

Tokens also given for any amazing choices!

Token System.

All children will have a Success Log for each day, which will be carried with them.

Green Behaviour or an Orange warning but back to Green equals a tick

Orange behaviour is a dash - no tick given

Red Behaviour voids all ticks for that day.

Each tick means 1 token.

Students can spend their tokens in their weekly treat time which is allocated on their timetable.

Students will make suggestions on potential trips such as a trip to the milk farm, Mc Donalds, a drive or a walk, or KFC. Staff/SLT will decide how many tickets are needed for that treat e.g. 10, 20, 50, 100 tickets and this will be displayed in the Meeting Room on each site.

A record will be kept of all tokens for the children.

**Appendix 5
External Incident Report**

Incident report number:	Name of child/young person:	D.O.B:
Looked after Status:	Placing Authority:	
Location of incident:	Date of incident:	Time of incident:
Report written by:	Date written:	
Any other children/young people involved (initials only):		
Names of staff members and any other people involved or witnesses (staff/visitors) – Please write full name and then use initials throughout report		

Type of incident: (If it is a missing person incident, please complete the Missing Person Incident Report)

Physical intervention **No/Yes**

Physical aggression **No/Yes**

Safeguarding **No/Yes**

Damage to property **No/Yes**

Injury to child/young person **No/Yes**

Self-harm behaviours **No/Yes**

Other: Please state (eg bullying, verbal aggression, low mood).....

Paperwork completed	Yes/No	Details
Record of conversation		Date written:
Schedule 5/Reg 30 (OFSTED notification)		OFSTED notification reference number:
Body Map/Accident report		Accident report number:
Restraint log		Restraint log number/s:
Consequence log		Consequence log number/s:
Financial Sanction		Sanction cost:
Grumble/Complaint or Compliment/positive feedback		Date recorded and where:
Safeguarding record		Disclosure/safeguarding reference book completed/LADO informed
Behaviour Support Plan updated		Section/s updated:
Risk Assessment		Date updated/written:
Key work request identified		

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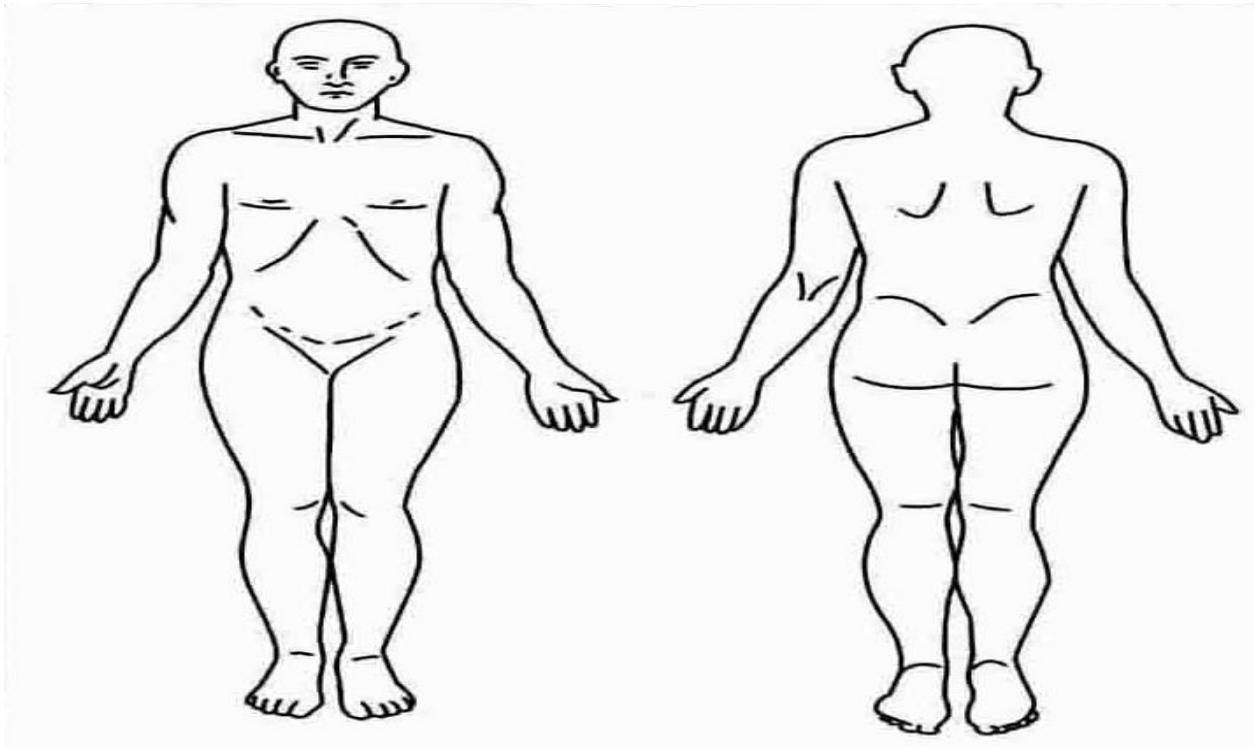
Any referrals made and to whom i.e. CAMHS, GP, Assistant Psychologist		
Any other records completed, please state/cross reference		

PLEASE NOTE: After any physical intervention; the child/young person must be offered medical treatment, including seeing a registered nurse or doctor. If a child/young person requests to be taken to hospital we should do so to ensure their wellbeing.

Information about the incident	Yes/No	Please give brief details
Was the child/young person at risk from injury?	Yes/No	
Were any staff members at risk from injury?	Yes/No	
Was medical treatment offered? If so, what?	Yes//No	
Did the child/young person receive any medical attention?	Yes/No	
Did any staff members receive any medical attention?	Yes/No	
Was any property damaged?	Yes/No	
How will this be rectified/fixed to ensure safety?	Yes/No	

Please state below any professionals informed of the incident and how:

Professional informed	Name	Reported by	Date/time	By phone, email or in person?
Registered manager/other manager				
On call person				
Out of hours duty team (OOH) Placing AND hosting authority (if different)				
Social worker				
Parent/significant other				
Local Authority Designated Officer (LADO)				
Child Protection/Safeguarding team				
Emergency services				
Other: Please state				
Other: Please state				



Incident summary

Please give details and information about the incident including: any behaviours leading up to the incident, strategies and interventions used, location, times, persons/young persons involved, any injuries, phone calls made, additional help/support received. Please ensure that when writing this report to use factual and non-judgemental language. Any physical intervention must be described detailing the Team Teach techniques used and the reasons for their use.

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Outcomes and recommendations from person writing this report:

--

Comments/recommendations from the child/young person. Are you happy with the outcome following the incident. Are you happy with the medical attention they received/were offered:

--

Signed by child/young person

Date:

--	--

Name of person completing the incident report:

Position:

JAC



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Sign:

Dated

Manager's / Delegated Senior's comments and recommendations; confirmation that the child/young person has been consulted about the incident by the manager/delegated senior:

Debrief meeting date:.....

Name of manager/senior:.....

Signature:..... Dated:

Appendix 6 – Teachers' power to discipline levels

Sanctions – all staff may implement:

- One-to-one admonishment
- Removal from the group
- Withdrawal from a particular lesson (with permission of the teacher)
- Withdrawal of access to the ICT system
- Withholding participation in a school trip or sports event
- Withdrawal of break or lunchtime privileges
- Carrying out a useful task in the school
- Various forms of detention
- For pupils to remain after school to complete unfinished work with express agreement of the home, carers/parents (not a formal detention)
- Reduced levels of mobility and increasing levels of staff supervision

Sanctions – ELT

- Sending the pupil home
- Requesting police intervention (See appendix)
- If pupil behaviour is considered by staff members to be unsafe, off site activities such as school visits of PE may be cancelled due to increasing levels of risk in the community.
- Sanction for transport

Sanctions – Principal

- An alternative education package where the pupil is educated at an alternative site for a fixed period
- A fixed term exclusion
- Permanent exclusion