



Behaviour Policy

Reviewed: 24 July 23

By: Headteacher & Deputy Headteacher

Review Cycle: Annual

STATUTORY POLICY

WEBSITE POLICY

Apple Orchard School

Behaviour Principles Written Statement

This statement has been drawn up in accordance with the Education and Inspections Act, 2006 and DfE guidance (Behaviour and Discipline in Schools, 2016). The purpose of this statement is to provide guidance for the Headteacher in drawing up the school's behaviour policy, so that it reflects the shared aspirations and beliefs of proprietors, staff and carers for the students, in school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers, in respect to discipline and sanctions. Staff should be confident that they have management support, when following this guidance. This is a statement of principles, not practice; and the Headteacher has drawn up the school's behaviour policy, taking these into account. The Headteacher will also take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and staff. The school behaviour policy shall be publicised, to staff, parents/carers and students, at least once a year. This statement is informed by our values and mission statement:

MISSION STATEMENT

Apple Orchard School is a safe and caring environment dedicated to the support and nurture of our students. We work to achieve effective change in learning, attitude and behaviour so that our students can reflect and make the right choices for their future as independent citizens.

SAFEGUARDING STATEMENT

Apple Orchard School is committed to providing an environment, where all people can feel safe, happy, accepted and integrated, thus ensuring physical & mental health are promoted at all times. We implement a whole school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of the students is at the heart of practice.

BEHAVIOUR PRINCIPLES

Apple Orchard School is committed to ensuring mutual respect and a co-operative working atmosphere.

We aim to...

1. ensure that the curriculum reflects the individual needs of the full range of students.
2. consistently high-quality teaching with high levels of engagement allowing off task behaviour to be kept to a minimum
3. assist students with understanding concepts of right and wrong
4. reward students who meet or go beyond our expectations
5. ensure students understand the types of behaviour, which are and are not acceptable in the school

6. use a restorative approach to encourage reflection and inspire positive relationships
7. share how behavioural expectations are based on the responsibilities of the school
8. ensure our expectations are grounded in the school's values of respect, hope, trust and kindness to all
9. support staff to empower them to deal effectively with and de-escalate challenging behaviour
10. maintain clear and consistent systems of behaviour management based on rewarding positives, that are communicated with all stakeholders
11. inform and involve all stakeholders, when and where appropriate, to ensure they are supporting the aims as stated above
12. maintain close liaison with external agencies including the police, social care and others, to support students
13. support students by removing barriers to learning; allowing them to access personal support strategies and time out
14. maintain a climate, where we accept praise and constructive criticism, encouraging everyone to be positive about their achievements and the achievements of others.

MANAGING NEGATIVE BEHAVIOUR

Prohibited Sanctions

At Apple Orchard it is fundamental that in line with our beliefs and those of the Children Act the following sanctions are prohibited:

Corporal Punishment: this means the intentional application of force as a punishment such as slapping, punching, pushing, prodding, throwing missiles and any rough handling or made to spend time alone in an area they cannot remove themselves from.

Verbal Abuse: The use of inappropriate language when talking to a student. This includes shouting at a student and the use of an aggressive style or tone.

Deprivation of food and drink. (Please note: This includes not allowing a student a pudding if he/she hasn't eaten his/her first course).

The use of "locked" rooms as a punishment rather than for health and safety reasons (see guidance referring specifically to staff withdrawal).

GUIDELINES FOR PHYSICAL INTERVENTION AND PREVENTION

Where physical intervention is necessary the following guidelines should be observed:

Physical intervention to restrain students may at times be necessary. It is the aim of these guidelines to emphasise the importance of preventive approaches so that all members of staff have a range of strategies to promote appropriate behaviour. Staff also need to know how to avoid and de-escalate potentially dangerous situations.

Physical contact and intervention are seen as support for students. Staff need to develop the knowledge and expertise to make balanced professional judgments. They need to develop skills and confidence to act effectively and safely, in the best interests of students and with full regard to their duty of care. Apple Orchard staff are all trained in appropriate restraint techniques; aims and guidelines central to this approach are incorporated within the procedures.

Central to these procedures is the understanding that any physical intervention used by staff must be in accord with the idea of 'reasonable force' and used only as a last resort once all other strategies have been exhausted. There is no legal definition of 'reasonable force'. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent. It is essential that any discussion of physical intervention be set in the wider context of education and inclusion support; it should not be seen as an isolated technique. 95% of the time there will be no need for physical intervention and other approaches will be used.

The Legal Context

The document that concerns us most is Section 550A of the Education Act 1996. This led to Circular 10/98, which sets out guidelines for the use of 'reasonable force'. A calm considered approach to the situation is needed.

When circumstances justify, staff can:

- Physically put themselves between students.
- Use Holding.
- Lead a student by the arm.
- Shepherd a student away by placing a hand in the centre of the back.
- (In extreme circumstances) use more restrictive holds.

Any necessary action consistent with concept of 'reasonable force'. Types of incidents where the use of reasonable force may be necessary fall into three broad categories:

- Action due to imminent risk of injury to self/others.
- A student attacks a member of staff or another student.
- A student is absconding (NB. this only applies if the child is at risk if they leave the room/ building/grounds).
- Action due to developing risk of injury or significant damage to property.

- A student is engaged in or on the verge of starting to significantly damage property.
- A student is behaving in a way that is seriously disrupting a lesson or group activity.

A range of guides, escorts and restraints ranging from least restrictive to more restrictive holds within the restraint framework no holds are completely restrictive.

These provide a graded and gradual response aimed at intervening with the appropriate amount of reasonable force.

Where possible, there should be a minimum of two staff when restraining a person.

Staff should not act alone where they have time to get assistance.

Staff have a duty of care to themselves, as well as to the students.

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. A decision may need to be taken in situations of extreme danger to move to the highest level of restrictive physical hold.

Ground Recovery Holds

These are the most restrictive and carry exceptional risk. Staff are **not** taught floor holds and must avoid going to ground. Once a student has gone to ground, staff must step away, but remain present. It is vital when an individual goes to ground that airway, breathing and circulation are constantly monitored. The goal should be to encourage the student into a seated/standing position at the earliest safe opportunity.

Reporting and Monitoring of Incidents

Reporting and monitoring is of paramount importance for a number of reasons:

Protection for staff and students.

Keep a record of number of incidents so times/areas that most incidents occur can be tracked.

Training and Authorisation of Staff

All staff that have satisfactorily completed PRICE restraint and de-escalation training are authorised to use physical intervention but only as a last resort when all other strategies have been exhausted. A list of staff that have completed this training is held. Once staff have received their full training, refresher training will take place annually.

Post Physical Intervention Procedures

As soon as is reasonably possible, after an incident, staff should complete an Incident Form (Physical Intervention or Incident significant to that student). These forms are completed electronically and inform Anne Davis about the incident. There will be a meeting with the student and staff involved post-incident and this will be recorded on the incident form.