

BEHAVIOUR MANAGEMENT
POLICY NO. 6

Including:

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BEHAVIOUR MANAGEMENT
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i: Methods of Care and Control

INTRODUCTION

At Philpots Manor School we aim to provide a safe, happy and stimulating environment where each child and young person is able to reach his/her potential.

Our Policy will support these aims by:

- Showing and encouraging respect and tolerance of each other and the school
- Valuing the contribution of each individual in the team
- Working in partnership with parents/carers to achieve our aims

We believe that:

- The mutually respectful relationship between the child or young person and the class teacher and houseparent is the basis of behaviour management. After self-discipline this relationship is the best method of discipline.
- In implementing the Behaviour Policy, we must be clear that each child is valued and that it is the anti-social behaviour being addressed and not the child.
- The encouragement and reinforcement of good behaviour is a matter of collective responsibility.
- Every child, young person and adult has the right to feel safe and unthreatened by verbal/physical abuse.
- Children, young people and adults should be fully aware of the consequences of behaviour which is unacceptable.

Bribery and threats are not appropriate.

Children and young people should know or be taught what we consider to be acceptable forms of behaviour.

EXPECTATIONS

Expectations of Teachers and Residential Care Staff

Teachers and Houseparents will respect each child and young person and set a good example at all times.

They will:

- Write an individual risk assessment and behaviour management plan for each child or young person, setting out methods of care and control for each child.
- Ensure all children and young people are aware of the school rules.
- Include targets for improvement in social, emotional and behavioural issues in each child or young persons individual education plan and Care Plans.
- Ensure that individual needs, cultural issues, religious and gender differences are respected in interpreting behaviours.
- Maintain an environment where children and young people feel safe, secure and able to live and learn.
- Each class and residential unit will have their own rules and expectations clearly displayed, in a form that each child and young person can understand.

Expectations of Children & Young People

We expect that our children & young people will:

- Respect other children and young people in the way that they talk to, and treat each other
- Show respect to adults
- Respect all property
- Look after one another by letting an adult know if they are worried about another child or young person
- Allow other children and young people the "right to learn"
- Abide by the School rules

Expectations of Parents/Carers

We expect that parents/carers will:

- Be involved and support us in helping to meet our aims
- Feel confident that everything is being done to make sure their child or young person is happy and safe at school
- Be informed about, and fully involved in, all aspects of their child's or young person's behaviour

Expectations of Management/College

We expect that the Management Group and College of Staff will:

- know that staff are constantly striving to provide a safe, happy and stimulating environment
- be fully informed of matters concerning behaviour
- support the staff in implementing this Policy
- regularly monitor incident reports and actions taken, in order to be aware of the effectiveness of this Policy

PROMOTING GOOD BEHAVIOUR

1. The Context for Good Behaviour

- 1.1 The starting point for good behaviour is the environment of care and education as it forms children's and young people's experiences and frames their behaviour. A clear structure and rhythm of life is essential, in terms of daily life (timetables, verses, household tasks within the family units etc) and the seasons (all children celebrate birthdays and festivals). This form and structure provides the security within which inner control of good behaviour can be encouraged, and self care and self reliance developed.
- 1.2 Discipline starts with the adults (teachers and care staff) with whom the children and young people are encouraged to identify. They are role models for the children and young people and set an example for them at all times (eg standards of dress, behaviour, language, time-keeping, smoking, alcohol). They show a clear concern for the children's and young people's welfare and encourage healthy life styles.
- 1.3 Adults are and must be authority figures for children and young people. They must be friendly but firm, warm but strong, in the demands they make on the children. They must be fair, clear and consistent, in offering:
 - Simple and reasonable rules and requests, in a meaningful way
 - Clear boundaries of what is and is not acceptable behaviour
 - A simple and explicit system of rewards and sanctions, which are made known to the children and young people
 - Clear warnings to children and young people when they are infringing boundaries, making clear the consequences
 - Follow-through where expectations are violated
 - Flexibility in judging each situation on its merits (see 1.7)

Within the boarding situation in particular, this forms the basis for personal and social development.

- 1.4 Our interest is in promoting good behaviour, not drawing undue attention to inappropriate behaviour. At all times our emphasis is on the positive, on rewarding children when they are behaving well rather than constantly nagging when they are not. Giving attention (even punishment) to bad behaviour can encourage that behaviour. Progress towards good behaviour is to be celebrated however slight it is.
 - 1.5 Discipline need not and must not be repressive. Rules are intended as a framework for healthy living in a community, within which children and young people can feel they have room to live, learn and play, without constant fear of scolding. The long-term aim is to encourage internal control, to give children and young people scope to take responsibility for their lives.
 - 1.6 Many cases of misbehaviour, and the need for punishment, can be avoided by ensuring children and young people are creatively occupied, by anticipating and averting problems before they happen. For some children and young people distraction is more effective than confrontation. So both indoor and outdoor games and social activities are encouraged and supervised.
 - 1.7 In applying the above, the individuality of each child and young person is always taken into account; their different needs, capacities for understanding expectations, and level of development. Some need to be “held” virtually all the time. Others have already achieved a large measure of autonomy by the time they leave us.
 - 1.8 Children and young people at our school will be encouraged to develop a proper awareness of their rights and responsibilities.
2. Working Together to Support Good Behaviour
- 2.1 Parents and carers are invited to contribute their support for the ethos and methods of the School by their:
 - Involvement in the admissions process
 - Attendance at Annual Education & Child Looked After Reviews
 - Attendance on Open Day
 - Informal visits to the school

- Maintaining telephone/email contact with Class Teacher or Senior Houseparents
- Monitoring of home/school conduct books when in use
- Attendance at Behaviour Management Planning meetings to address particular difficulties
- Attendance at Return from Suspension meetings
- Attendance at festivals, such as Advent Spiral

2.2 The Management and College of Staff will:

- Review all incidents throughout the school daily and on a weekly basis at the College of Staff meeting
- Ensure incident reports are copied to key staff (in particular Class Teachers and Senior Houseparents)
- Facilitate staff meetings to enable a wide range of staff to discuss particular difficulties a child or young person may be experiencing
- Convene Behaviour Management Planning meetings/Serious Breach of Discipline meetings if required

3. Rewards and Sanctions - See Policy No. 5 Rewards and Sanctions

4. Review and Consultation

4.1 Behaviour Management Policies (2,5,6,10,18,30,31,35,41,42,43,59,62,88) will be reviewed every 3 years and will be consulted on with parents, pupils, social workers and relevant authorities.

4.2 The Behaviour Policies will be included on the school's website.

4.3 The Behaviour Policies will be available in each classroom and residential unit.

4.4 If any parent cannot read English they will be translated for them. Any houseparent may request this on their behalf from the Care Co-ordinator. Any teacher may request this on their behalf from the Education Co-ordinator.

4.5 These Behaviour Policies and school rules apply on off-site trips, journeys to and from school, at local colleges and work-experience placements.

ii: Rewards and Sanctions

Within the context for promoting good behaviour in children and young people with special needs, when co-operation between all members of the school community is the main guiding influence, rewards and sanctions may have their place.

Rewards

Rewards can take many forms. The kind, encouraging word is the simplest and often most effective. But a reward can be anything that a particular child or young person sees as a pleasure or a privilege. Many rewards are implicit in the freedoms given to responsible children and young people. More explicit rewards can range from being singled out for praise for effort in the classroom to being allowed to go on a special after school off-site activity.

Sanctions

Sanctions at Philpots are applied within the framework of regulations for Residential Special Schools. They must always be reasonable and proportionate.

Sanctions have their place as a way of drawing attention to the severity of a misdemeanour or deterring repeat behaviour and signalling to others that the behaviour is unacceptable and will be followed up. They should be relevant to the offence and appropriate to the age, understanding and individual needs of the child or young person, and should be carried out as contemporaneously as possible. As far as possible sanctions involve a meaningful activity, such as helping with domestic tasks, working on the estate or doing additional schoolwork. Uncreative or purposeless activities (eg writing lines) are avoided, where possible. The following shall not be used as sanctions:

- Corporal punishment
- Any form of hitting of a child or young person (including hitting a child or young person in anger or retaliation)
- Deprivation of access to food or drink
- Enforced eating or drinking
- Prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline
- Requirement to wear distinctive clothing or the wearing of nightclothes by day
- Use or withholding of medical or dental treatment
- Intentional deprivation of sleep

- Use of fines other than by way of reparation and not exceeding two thirds of the child's or young person's immediately available pocket money provision
- Locking in a room or area of a building
- Intimate physical examination of the child or young person
- Sanctions applied to groups of children or young people are not used as punishment for the offences of individual children or young people or as a means of applying group pressure against a child or young person
- Children or young people are not given authority to use any sanctions or physical intervention against other children or young people

A record of all sanctions applied is kept in a bound and numbered book, which contains a list of permitted sanctions. The record is made within 24 hours and legibly recorded. Each entry includes:

- The name of the child
- The date and location of the incident which lead to the sanction being applied
- Details of the inappropriate behaviour
- The nature of the sanction
- The name of the staff member giving the sanction
- The name(s) of any other staff present
- The effectiveness and any consequences of the sanction
- The signature of the staff member concerned
- Space to record the views of the child or young person

Where sanctions are imposed, children are encouraged to write or otherwise have their views recorded and sign their names against them, if possible, in the records kept by the school. Sanctions are monitored by the Education and Care Co-ordinators via incident forms and sanction books in residential units.

Physical intervention is normally only used to prevent likely injury to the child concerned or to others, or likely serious damage to property. Physical intervention is not used as a punishment, as a means to enforce compliance with instructions, or in response to challenging behaviour other than in situations set out in s550A of the Education Act 1996. See Team Teach Policy (No. 6).

Sanctions should not be used where low-level interventions, such as giving a non-verbal signal or reminding a pupil of a rule, or asking a child to reflect on their behaviour in writing or discussion, are all that is needed.

The following are appropriate sanctions:

- Reprimand
- Reparation/Restitution involving not more than two thirds of pocket money per week for up to six weeks

- Curtailment of leisure activities
- Increased supervision
- Isolation in room for **short** period
- Early bed time
- Postponing play activity in lesson-time until work is completed
- Going to lunch at 1pm instead of 12.45pm in order to complete work (the meal itself should not be missed or delayed)
- Completing work at 1.45pm instead of going out to play
- Children and young people may not go to off-site lessons or activities if their behaviour shows they will be a risk to themselves or other people

Where deliberate breakages have occurred it is possible to consider charging the pupil concerned a contribution towards the replacement. In such cases it is important to convey this to the parents or local authority.

Exemptions

All sanctions should be entered in the sanctions book. However, the following do not constitute a sanction and therefore do not need to be recorded:

- A 'telling off' with no consequences, following an everyday incident of bad behaviour
- When a child is given the opportunity to go to their room to cool off and is free to return when he/she feels able to cope, ie there is no restriction on how long they must stay in their room
- Short (ie a couple of minutes) suspension from an activity for minor misbehaviour e.g. swearing whilst playing football

Detentions

Detentions after school-time can only be given to day students if parents are given 24 hours notice in writing. The taxi-driver will need to be informed and other means of transport home arranged if it is not possible for the taxi time to be delayed.

There will not be detentions requiring a child or young person to come into school at the weekend or on any non-school day.

Detentions may only be given by the teacher or senior houseparent who will supervise the detention. They will be held on a reasonable day and at a reasonable time.

Confiscations

- Items that are not allowed at school may be seized and held securely until they can be sent home, with the pupil, or given to parents
- Items confiscated will be recorded, with reasons given, and parents will be informed

Non-return of property

- Items that are illegal for children and young people to possess will be destroyed or handed over to relevant authorities
- Examples of these are – illegal substances and weapons
- Parents will be informed if this occurs

Behaviour Planning Meeting

When it is thought to be helpful, a child or young person can be brought before a group of staff to emphasise our concern and to try to provide further support.

It is also possible to invite the child or young person's parents to attend a meeting to discuss the difficulties and to obtain their opinions and support, and this should be carried out as contemporaneously as possible.

Serious Breach of Discipline Meetings

In extreme situations it is possible to exclude a pupil from the School either for a fixed term or permanently, but this must only be done with College of Staff sanction and according to the Exclusion Policy (No. 62.).

Every child and young person has the right to appeal by using the Complaints Policy (No. 40) against treatment which they consider to be unjust.

iii: Use of restraint

Policy Statement

To Support the expectation and aims of Philpots Manor School, The school has adopted the TEAM-TEACH approach. Staff at the school are trained to look after the pupils in their care and have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property. If a member of staff ever needs to intervene physically they will follow the school's use of restraint policy. Any parents wishing to view this policy may do so on request and it is also available on the school's website.

Introduction

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a pupil. The term 'physical restraint' is used when force is used to overcome active resistance. These are referred to as 'Restrictive Physical Interventions' in national Guidance (DfES/DoH 2002). A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

Pupils with severe behavioural difficulties sometimes present a risk to themselves and others. Section 550A of the Education Act 1996 describes the circumstances in which teachers and others authorised by the Headteacher may use reasonable force to control or restrain pupils. Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline.

This policy details how we implement the guidance in this school. It should be considered alongside the most recent LA policy statements and recent local and national guidance. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and necessary.

Training and Authorisation of staff

The school has adopted the Team Teach Model of training that is accredited by the British Institute of Learning Disabilities (BILD) and is committed to whole staff training. Team-Teach initial and regular refresher training is always provided by qualified instructors with rigorous guidelines and according to Team-Teach protocols and Code of Practice.

The school is assessed as an intermediate risk setting and holds may be to a seated or kneeling position. The level of training required is kept under review and may change in response to the needs of our pupils. Once trained, staff should practice regularly and receive guidance from our in-house instructors. They can bring any problems or concerns to them.

Teachers and anyone authorised by the Education or Care Co-ordinator who are expected to use planned physical techniques will be trained. All teaching, care and other staff are authorised by the Education or Care Co-ordinator to physically intervene and keep pupils safe within the agreed guidelines following their training. All staff are responsible for making their own risk assessment regarding their ability to perform positive handling techniques and should report any changes to their relevant coordinator prior to starting work.

The Rationale of TEAM TEACH

- To promote effective, safe verbal, non-verbal and physical techniques, designed specifically for children and young people.
- To enable services for children to develop acceptable and appropriate responses to serious incidents of "out of control" behaviour in a manner that maintains positive relationships and provides safety for all involved.

Diffusion Techniques and Alternatives to Physical Controls

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for pupils to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort pupils to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.
- Use planned ignoring, proximity control, interest boosting, tension reduction through humour.
- Time out - restricting positive reinforcement as part of a planned behavioural programme (requires written agreed plan).
- Withdrawal (remove student from the situation but observed and supported until they are ready to resume).

Modifications to Environment

Staff will make a risk assessment of each environment at school. Some pupils at this school may exhibit extreme and possibly dangerous behaviour. In general it is a good rule to keep the environment clutter free. This may mean giving consideration to secure storage for a range of everyday objects when they are not being used. For example:

- Pointed implements (including pens, pencils, compasses and darts).
- Small items available to an angry pupil who may be tempted to use them as missiles.
- Objects available to be used as blunt instruments.

Consideration should also be given to:

- Sharp edges or corners which present a risk.
- Safe and appropriate furniture for pupils who exhibit extreme behaviour.
- A comfortable place to sit with an agitated pupil.

Protocols should be in place to encourage angry pupils to take themselves to a safer place.

Help Protocols

The expectation at this school is that all staff should support one another. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. Agreed scripts ensure that all parties understand what sort of assistance is required and what is available. The school's agreed script for colleagues is:

- Offering help by saying "Help is available". This is answered by "Could you help by....?"
- Insisting on taking over control of the situation by saying "More help is available". This should be answered by "What do you suggest?"

Physical Intervention

The use of reasonable and proportionate force that is used for the shortest amount of time and in the best interest of the child is likely to be legally defensible when it is used to prevent a student from:

- Self-harming;
- Causing injury to others;
- Causing significant damage to property;
- Committing a criminal offence; and
- In school settings, preventing any behavior prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

The Last Resort Principal

At this school we only use physical restraint when there is no realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point.

“If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen some time in the predictable future.”

(Para 10 Page 4 Department of Health – 1997 – “The Control of Children in the Public Care: Interpretation of the Children Act 1989” – London: H M S O)

It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about any alternatives to physical intervention which may be effective.

Proactive Physical Interventions

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is an agreed part of the Positive Handling Plan. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the student becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the student to a safer place when the pattern of behaviour begins, rather than wait until the student is distressed and out of control.

The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

Reasonable and Proportionate

Any response to extreme behaviour should be reasonable and proportionate to the danger they are intending to prevent. People should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation.

When physical controls are considered staff should give thought to the following:

- Is this in the best interest of the pupil?
- Is a less intrusive intervention preferable?
- Do we have to act now?
- Am I the best person to be doing this?
- Is this necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

Unreasonable use of Force

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should pupils be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs). Other than as a one-off emergency measure to protect health and safety, force should never be used to keep a pupil secluded (forced to spend time alone against their will). Seclusion is only lawful by specific court order, other than in an emergency, and cannot become part of a planned strategy at this school.

Appropriate Touch

By 'Appropriate Touch' we mean touch that is not invasive, humiliating or could possibly be considered as eroticising / flirtatious. We agree that 'appropriate' places to touch are: on shoulders, arms, back.

Risk Assessment

Informal risk assessments should be a routine part of life for staff working with pupils who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else.

Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the pupils concerned. Confidence and competence are often related to the level of staff training. Other than in an emergency, staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by physically intervening, the member of staff will increase the chance of somebody getting hurt. In this the correct decision is to hold back from the physical controls.

Positive Handling Plans

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Positive Handling Plan. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. Positive Handling Plans should be considered alongside the Statement and any other planning documents which relate to the pupil. They should take account of age, sex, level of physical, emotional and intellectual development, special need and social context. Positive Handling Plans should result from multi-professional collaboration and be included in the Students' individual risk assessments.

Responding to Unforeseen Emergencies

Even the best planning systems cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences. The key principles are that any physical intervention should be:

- In the best interest of the child;
- Reasonable and proportionate;
- Intended to reduce risk;
- The least intrusive and restrictive of those options available which are likely to be effective.

Whenever a physical intervention has to be made, where possible, there should be a verbal warning. Where possible, staff should always attempt to use diversion or diffusion in preference to physical interventions.

They should only use the techniques and methods approved for use in this school.

Recording/Monitoring/Evaluation

Whenever overpowering force is used the incident must be recorded using the approved RPI form following the most up to date RPI Recording Procedure that is an appendix to this policy. Copies are also kept in all RPI Books. All staff involved in an incident should contribute to part A of the record which should be completed within 2 hours.

Staff should:

- Read through the school recording form carefully.
- Take time to think about what actually happened and try to explain it clearly.
- Complete all names in full.
- Sign and date all sections as appropriate.

All other incidents are recorded according to other policies.

All incidents in which a member of staff uses force on a pupil will be reported to the parent/ carer of that student as soon as practicable after the incident according to the School's RPI Reporting Procedure.

The Post Incident Support Structure for Pupils and Staff

Following a serious incident, it is the policy of this school to offer support for all involved. People take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. All injuries should be reported and recorded using the school's systems.

For the Students:

Time needs to be given to follow up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. This process is called de-briefing. It should take place when the time is right and when the student is calm and willing to receive guidance but near enough to the incident to remain relevant. It should be initiated by the lead member of staff involved in the incident enlisting help from others, (e.g.: named person) as necessary.

The basic goals are:

- To continue the calming process with the student so that he can return to the level at which he can function appropriately.
- To explore with the child his responsibility for what has happened.
- To identify alternative behaviours/strategies for the child to use.
- To develop a plan to re-enter the child back into the class/house.

For Staff:

The school recognises that incidents can leave staff vulnerable and in need of support. The Education/Care coordinators will monitor the welfare and support needs of their staff following a RPI by personal contact and via the relevant question on the RPI form. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, the result may not be perfect. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves.

Complaints

It is not uncommon for pupils to make allegations of inappropriate or excessive use of force following an incident. The RPI report also specifically asks for student's views to be sought and for notification if any formal complaint or child protection issue has arisen. See Child Protection and Complaints procedures.

iv: Countering bullying

Bullying, ie distressing or persecuting others, oppressing, threatening, or coercing them is not permitted. This includes homophobic and cyber bullying and bullying based on racial or other difference.

It is particularly important that bullying be prevented at Philpots Manor School because many of our students have come from previous environments where they have been bullied.

Outside supervision concentrates on “unsafe” areas, and on encouraging activities and games, helped and advised by Houseparents, Co-Workers and Teaching Assistants.

Each child has a “Named Person”. Ideally, a “Named Person” has no more than three children. Part of the “Named Person’s” task is to keep in touch and to offer support in cases of bullying.

Incidents of bullying or suspected bullying must be recorded on an incident report, which will be reviewed by the relevant Co-ordinator (who will pass a copy to the Designated Members of Staff for Child Protection) and at the College of Staff Meeting weekly. Bullying incidents are highlighted on review at the College of Staff Meeting by the Care Co-ordinator, who passes them to the School Secretary (Education) for separate recording in the bullying log.

A Designated Member of Staff for Child Protection reviews the bullying log periodically and provides a schematic synopsis of bullying incidents half-termly. This synopsis identifies students and groups of students bullying and being bullied.

Following a third (i.e, persistent) report of bullying, this member of staff may advise and provide resource materials for the Class Teacher and Senior Houseparent, who, working together, are expected to address the issue.

Where persistent bullying continues, intensive mentoring of the student(s) concerned may be undertaken by an appropriate member of staff.

In general, a “no blame” approach is used. However, persistent relentless bullying will be treated as a disciplinary matter. A Behaviour Management Planning Meeting or Serious Breach of Discipline (SBD) Meeting will determine strategies such as the use of a behaviour card (behaviour progress monitoring) and in the case of an SBD Meeting sanctions up to and including temporary suspension or permanent exclusion.

If a student has raised bullying concerns, their Class Teacher or Senior Houseparent should advise them of how it is being addressed.

Where appropriate, the victim and perpetrator might meet with support to overcome the dynamic. However, caution should be exercised that such a meeting does not run the risk of further perpetuating the bullying.

See appendix attached re. "No Blame Approach to Bullying".

Background

Philpots Manor School fully endorses and supports the Government's message that no bullying is acceptable in school.

Bullying is among the top concerns that parents and children and young people have about school life. Bullying impacts on attendance and attainment and may marginalise those groups who may be particular targets for bullying and can have a life long negative impact. At worst bullying has been a factor in suicide.

Definition of bullying

The Government defines bullying as: behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally.

Bullying includes: name calling; taunting; mocking; making offence comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; spreading hurtful and untruthful rumours.

Different roles within bullying have been identified:

- Ring Leader, a director of bullying
- Assistants, who actually join in the bullying
- Reinforcers, who gives positive feedback, perhaps by smiling or laughing
- Outsiders, who stay silent and thereby appear to collude
- Defenders, who try and intervene

Specific types of bullying include: bullying related to race, religion or culture; bullying related to special educational needs or disabilities; bullying related to appearance, condition or health; bullying related to sexual orientation; bullying of young carers or looked after children or otherwise related to home circumstances; sexist or sexual bullying. Cyber bullying is a means rather than a type of bullying. Recognising the variant forms bullying may take, the Philpots Manor School Community is committed to zero tolerance of any form of bullying,

The Law

The Law in the form of the Education and Inspections Act 2006 requires that schools must determine measures on behaviour and discipline that form their behaviour policy. Measures, in this context, include rules, rewards, sanctions and behaviour management strategy. Measures must 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”. The Law also empowers schools to such extent that is reasonable to regulate the behaviour of pupils when they are off the school site (which is particularly pertinent to regulating cyber bullying).

All school staff are responsible for creating an environment that does not tolerate bullying. Within Philpots Manor School's collegiate structure specific responsibility for anti bullying work has been undertaken by the designated members of staff for child protection (see procedure outlined above). Although this policy is primarily concerned with bullying of students by other students it should also be taken into consideration when addressing the bullying of students by any person and the bullying of school staff whether by pupils, parents or other staff.

Anti bullying strategies

- 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 work with the student who has been bullying to identify the cause of their behaviour and to practice help them develop strategies that are not harmful to themselves or others in managing their emotions
- bullying incidents are monitored as outlined above
- if other measures fail to apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience

Preventative Strategies

- the whole school ethos of an open and honest anti bullying environment
- in the classroom curriculum opportunities can be used to discuss issues around diversity
- the development of social and emotional skills such as empathy
- using opportunities throughout the school year, such as festivals celebrating diversity
- encouraging reporting of bullying
- careful management of recreational activities including unstructured social interaction

Disciplinary responses

Sanctions must be applied fairly, proportionately, consistently and reasonably, taking account of any special educational needs or disabilities that the students may have.

Disciplinary penalties have three main purposes:

- to impress on the perpetrator that what she/he has done is unacceptable
- to deter them from repeating that behaviour
- to signal to other pupils that bullying behaviour is unacceptable

Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure they face up to the harm they have caused and to learn from it. They also provide an opportunity for the student to put right the harm they have caused.

Reporting and recording incidents of bullying

See above – incidents of bullying are recorded on an incident report and reviewed as outlined above.

Professional development

Issues regarding bullying are brought to the attention of staff during their induction and continuing professional development opportunities – such as the recent Seminar Day on Homophobic Bullying.

We will ensure that

Pupils who experience bullying:

- are heard
- know how to report bullying
- are confident in the schools ability to deal with bullying
- know steps are taken to help them feel safe
- are helped to rebuild confidence
- know how they can get support

Pupils who bully:

- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused
- learn to behave in ways that do not cause harm in the future, because they have developed their emotional skills and knowledge
- learn how they can take steps to repair the harm they have caused

All staff and students:

- are clear about the anti bullying stance that the school takes
- and other members of the school community are fully engaged in developing and renewing anti bullying work
- celebrate the success of anti bullying work
- are clear about the roles they can take in preventing bullying, including the role of bystanders

Violent responses to bullying

Some pupils who have been subjected to bullying are provoked into violent behaviour. The pupil may be excluded or suspended for violent behaviour. However, all the circumstances need to be taken into account and the individual interests of the pupil concerned balanced with those of whole school community. Before deciding to suspend or exclude a pupil it is essential that they are always allowed to state their case and that checks are made as to whether the incident may have been provoked by bullying. Where a pupil has retaliated after persistent bullying it is advised that this be considered differently from an unprovoked attack.

Restorative justice

Philpots Manor School supports the principle that the pupil causing harm is held to account for their behaviour by:

- accepting responsibility for the harm caused to the individual they have bullied
- accepting responsibility for the harm caused to other individuals (for example staff, friends or family)
- recognising the need to take action to repair the harm
- agreeing a range of actions that will be monitored

v: Room Searches

1. Children have the right to have privacy in their room.
2. Staff have the right to enter a child's room, but will knock on the door before entering. No child's bedroom is lockable.
3. A child's room can be searched in order to protect a child or for the protection of other children. In effect, this means that where there are grounds for thinking that a child may have hidden illegal substances, alcohol, tobacco, matches or lighters, weapons, pornography or stolen goods, then a houseparent can decide to instigate a search of the child's room.
4. The houseparent must have another member of staff to witness the search.
5. The reasons for the need for the search should be explained to the child and the child should be asked to agree to it going ahead. The child should be present if it is reasonably practical, but would be allowed to waive their right to be present.
6. If a child withholds consent, parental consent should be sought.
7. In any event the search may go ahead if authorised by the Care Co-ordinator.
8. The search should be carried out in a manner which respects the child's possessions.
9. A search form must be used. All people present need to sign the search form.

vi: Dealing with aggression and violence

Philpots Manor School does not accept any level of violence towards children or adults. Prevention through de-escalating techniques, avoiding provocation and allowing "time-out" are the principle methods for addressing this.

Verbal aggression and bullying are actively dealt with on an immediate, individual or class or unit level.

Fighting, including play-fighting, is not allowed. Staff will intervene to stop a fight, using Team Teach methods. Once children have calmed down, their houseparent or teacher will talk the issues through with them and they may be referred to the school counsellor if there are underlying problems or recurring incidents. Staff involved in dealing with fights, or who have been attacked, hurt or upset should report the incident to the Care or Education Co-ordinator, who will arrange cover for them if necessary. The children and staff involved should be offered any necessary medical support.

Incident or restraint forms should be filled in as soon as possible.

Incidents are reported at the next teachers' meeting or houseparents' meeting and to the next College of Staff meeting. A Serious Breach of Discipline meeting may be convened.

Philpots cannot cater for children who are persistently violent.

If a child attacks a member of staff, a Serious Breach of Discipline meeting is convened by the Care or Education Co-ordinator, who will record the conversation. The appropriate outcome, taking into account the age and the needs of the child, will be reported to the College of Staff for endorsement. A child may, but will not necessarily, be suspended or excluded.

Violence towards members of the public

Any aggression or violence towards members of the public outside the school should be dealt with immediately by the member of staff present. The name and address of the person involved should be taken and the procedure which will be followed to deal with the incident with the pupil should be explained to them. On return to Philpots, the Care or Education Co-ordinator should be informed and should telephone the member of the public and write to apologise on the school's behalf.

vii: Smoking

Purpose

In an ideal world, any residential special school would be staffed with non-smokers. Philpots is working towards this ideal. In the meantime, this policy has been developed to promote good health for the students in our care; to protect all employees, students and visitors from exposure to second-hand smoke and to assist compliance with the Health Act 2006.

Staff, Contractors & Visitors

It is the law that all workplaces are smoke-free, and all employees have a right to work in a smoke-free environment. In addition, we must ensure that children are in a smoke-free environment. Smoking is prohibited in all enclosed and substantially enclosed premises (including company vehicles) in the workplace; for clarity, **all buildings** throughout the school are considered to be a workplace and must therefore be smoke-free.

Smoking is prohibited in front of any children and at any time when staff are responsible for children, either during school times or any other time.

This policy came into effect on Sunday, 1st July 2007 and applies to all employees, consultants, contractors and visitors.

Children

It is the School's policy that children are not allowed to smoke. Any children who come to the school with a smoking habit need to undertake to give up smoking. If a potential student has a smoking problem, they should not come to school until they have significantly reduced their smoking to a level that can be managed effectively. They will be assisted in this by a reduction programme which will form part of their Placement Plan. If nicotine replacement therapy is part of this Placement Plan, then it will be arranged with the GP. All staff will be informed of the programme and will actively support it.

Smoking Areas

There are two designated smoking areas; these are behind Manor House outside the Music Room and the main school car park. Smoking is prohibited in any other area of the school. These areas will be indicated by signs and appropriate ashtrays are provided; it is the responsibility of staff to ensure all smoking materials are properly extinguished and disposed of and that these areas are kept clean and litter-free.

Implementation

Overall responsibility for policy implementation and review rests with the School's Management Group, in conjunction with the School's Health & Safety Advisor. However, all staff are obliged to adhere to, and support the implementation of the policy. The Management Group shall inform all existing employees, consultants and contractors of the policy and their role in the implementation and monitoring of the policy. They will also give all new personnel a copy of the policy on recruitment/induction.

To comply with the Health Act 2006, appropriate 'no-smoking' signs will be clearly displayed at the entrances to and within all workplaces, and in all smoke-free vehicles.

Non-Compliance

Disciplinary procedures will be followed if a member of staff does not comply with this policy. Those who do not comply with the smoke-free law may also be liable to a fixed penalty fine and possible criminal prosecution.

Help to Stop Smoking

The NHS offers a range of free services to help smokers give up. Visit www.gosmokefree.co.uk or call the NHS Smoking Helpline on 0800 169 0 169 for details. Alternatively, you can text 'GIVE UP' with your full postcode to 88088 to find your local NHS Stop Smoking Service.

viii: Alcohol

Children learn about alcohol as part of their education on health and physiology in Classes 7, 8 and 9 and as part of the training course PSHE curriculum. If they are known to be drinking alcohol below the age of 18 then this issue will be addressed as part of their Care Plan. Class teacher, houseparent and other care staff will work together to ensure that any alcohol abuse issues are addressed, in conjunction with the school's counsellor if necessary. Any alcohol found at school will be confiscated and a disciplinary route may be pursued.

Staff may not drink alcohol in the presence of children either on or off duty.

Staff may not work with children if they have been drinking alcohol.

ix: Drugs & Misuse of substance

Purpose

The purpose of this policy is to identify the school view on all matters relating to drug abuse. In the school's definition drug abuse includes all harmful substances – including nicotine, illegal drugs, solvents and alcohol.

Policy

1. Drugs prevention education is integrated in our 24 hour curriculum through Main Lesson and subject lessons, in particular Health & Hygiene, Science and Religion. On the residential side houseparents tackle drug prevention informally. (See appendix and Philpots Curriculum).
2. The programme focuses on developing the self-esteem, self-awareness skills, attitudes and knowledge that will help students resist and be less vulnerable to the world of drugs, and to make good, informed decisions about their well-being.
3. Illegal substances are not allowed on the school premises. This includes all school-generated activities taking place off-site, including travelling to and from school.
4. The school has a non-smoking policy (see Staff Guidelines) and has designated areas for staff, away from the school building.
5. Staff are strictly forbidden to consume alcohol in any situation in which they are directly responsible for students in their care.
6. The school will respond to any student involved with drugs in a way that balances the needs of that child with the health and safety of other students. However, any student who is known to be involved in providing drugs for other students on-site may be permanently excluded from school.
7. We do not admit students known to have a drug addiction problem.
8. The school will endeavour to liaise with outside support agencies, as appropriate.
9. Parents and placing authorities, social services etc., will always be contacted in situations in which there is a concern about a student's involvement with drugs.

10. Staff will receive regular training on drug issues, including the importance of setting a positive example.
11. The school policy reflects Government guidelines and will be regularly reviewed by the College of Staff.

The Application of Policy

This policy applies to students at any time when under the care or supervision of School staff. Students attending off-site college courses remain subject to school disciplines. Members of staff and visitors are also included. In some cases it may come to the school's attention that substance misuse is occurring elsewhere and it is part of the School's duty of care to also tackle this.

The School's Position on Drugs

The school wishes to adopt a pro-active position in relation to drugs, making students and staff aware of drugs and their effects, the school's policy and its sanctions. We must also recognise that the range of substances covered could be very broad and the range of incidents equally wide. The school will endeavour to educate effectively and deal with all issues fairly, assessing each case on its individual merits.

Drug Education

Drug education is included in all classes so that students become informed of the reasons why people take drugs, their effects and dangers including short-term and long-term risks. They should also know and understand what they should do in different situations regarding drugs. A full range of materials from teacher-generated resources to Health Education Information is to be included. The police and other relevant external agencies will be involved where applicable.

Range of Responses

The school hopes that most cases come to light through *early identification of drug misuses*. There are services provided in school where such information may come to light and they will be able to offer help and advice. In a few cases it may be relevant to refer students to external counselling or treatment services. A pastoral support programme for students at risk of permanent exclusion could tackle drug-related problems specifically.

As a last resort, permanent exclusion could be used where a student represents a significant risk to the health and safety of other students.

The School will provide drugs awareness training as part of it's core training programme.

x: School rules

The rules set out below have arisen out of the everyday life of the school. They represent both aids to a happy social life and restrictions necessary to ensure the safety of members of the community.

Within a caring community rules can be kept to a minimum but those that there are need to be followed:

AREAS OUT OF BOUNDS (UNLESS ACCOMPANIED BY AN ADULT)

- The offices, staff rooms and car parks are out of bounds at all times.
- The School Building from 4.15 pm to 9.05 am.
- Around the Marley buildings (hall and class rooms) and caravan.
- The side of Reception, grounds around other units, back of the Manor House & Farm House
- The stables, fields and woods. Permission should be sought from stable staff prior to any visit to the stables.
- The lawns between bungalows are not to be used for football.
- No bicycles, scooters, skates, skate-boards etc. are to be ridden inside the school gates or down to the stables.

GENERAL

- Electric/electronic entertainment (including musical entertainment) and communication devices are not to be used in the outdoor communal areas. The use of such devices in indoor communal areas is at the discretion of the Resident Senior Houseparent. Such devices are not to be used in the minibuses except with the driver's permission.
- No play-fighting at any time.
- No pocket knives, sticks, toy guns or other possible weapons are allowed at any time.
- Fighting, teasing, swearing, bullying are not allowed.
- Graffiti is forbidden.
- Smoking or consumption of alcohol or drugs other than prescribed or proprietary drugs and solvent misuse is forbidden at all times. Support will be provided to enable students to abide by this rule.
- TVs in bedrooms are not allowed.
- Pupils are only allowed to answer the school phones with the Houseparent's permission.

DURING SCHOOL TIME (9.00 a.m. to 4.00 p.m.)

- Electric/electronic entertainment (including musical entertainment) and communication devices are not to be used during lessons.
- The Music Room is not to be used as a short cut to or from toilets or class rooms.
- Children are not to take toys, sweets or chewing gum into the classrooms, unless allowed by the Class Teacher.

DRESS

- School uniform must be worn during main lesson, until the end of Class eight (age 14 years and above).
- Casual clothes can be worn in the afternoons and for practical lessons.
- Suitable clothing, footwear and personal protective equipment must be worn at all times e.g. in sports, riding and gardening lessons.
- Wellington boots should not be worn in the school building.
- Only simple jewellery may be worn at any time. Sleepers and studs in ears only, no other piercings allowed. If a student has other piercings they may keep them open by wearing them overnight.
- No jewellery to be worn in games lesson. However, sleepers and studs should be removed or taped.
- Make-up should not be worn in school time before the end of class eight.
- Hair should be tied back and plainly styled during school time. Where a hairstyle is not considered appropriate, parents will be asked to support the school in their judgement

xi: Exclusion

Philpots Manor School aims to be an inclusive community.

Risk Assessment & Behaviour Management Programmes are to be used to identify particularly challenging behaviour and to identify and agree strategies for managing such behaviour. Risk Assessment & Behaviour Management Programmes are to be reviewed and updated at least annually at the Annual Education Review.

If a child presents particularly challenging behaviour, then any staff member may request a Behaviour Management Planning meeting. Where suspension is being considered, this would take the form a Serious Breach of Discipline Meeting, at least three staff members should be present, namely the relevant Class Teacher, relevant Senior Houseparent and relevant Co-ordinator. Any staff member (eg, the child's named person and/or a member of the Safeguarding Group) who knows the child may be consulted or invited.

In exceptional circumstances, the relevant staff could be consulted rather than be present. Either Co-ordinator may substitute for each other and the Education Co-ordinator for Class Teachers and the Care Co-ordinator for Senior Houseparents.

The purpose of the meeting is to develop behaviour management strategies, which whilst seeking to meet the best interests of the child, also promote and maintain the safety of all staff and children and the safe-keeping of school property.

After considering the presenting concerns and taking into account as many relevant factors as possible, the meeting should propose a response, eg a sanction, a meeting with the child and/or parent(s) to discuss concerns, introduction/
modification of a Risk Assessment & Behaviour Management Programme, such as the introduction of a Behaviour Monitoring Card, increasing supervision at key times, one-to-one support etc.

If the concerns are so grave as to warrant suspension, this can be implemented immediately (particularly if safety concerns suggest that this is desirable), but no decision regarding permanent exclusion can be made by the meeting.

Ideally, the suspension should be for a fixed term, commensurate with the gravity of the concerns. However, if it is not clear how the issues are to be resolved, the suspension may be indeterminate, pending a decision by the College of Staff.

If the meeting believes the child should be permanently excluded (ie, their placement terminated), it may recommend this to College. Only College has the power to exclude a child. However, such a decision should only be made following consultation with the placing authority. This consultation could take the form of a planning meeting to which those responsible for the child outside the school would be invited.

If a child is suspended, the responsible authorities and the parents/carers must be informed verbally and in writing. Any exclusion following a College decision will be confirmed in writing by the Education or Care Co-ordinator.

xii: Relationships/Dating code

- Full sexual relationships between students are not permitted.
- Sexual relationships between students and staff are illegal.
- Students are not permitted in staff bedrooms.
- Relationships are about mutual reciprocity not ownership and control.
- Training course students aged 16 and above will be supported and guided by staff (Senior Houseparents, Class Teachers, Named Persons...) in forming, maintaining (and ending!) personal relationships.
- Appropriate touching mindful of context (public/private) is respected.
For example holding hands, sitting apart from others on a bench beneath a tree is ok, but kissing and cuddling in the living room/kitchen is not. A kiss on the cheek or a hug on greeting or departing is ok, prolonged embracing in public is not.
- Respect the other: listen to them, respect personal space and belongings.
- Students of the opposite sex are not permitted in each other's bedrooms.
- All students are entitled to comprehensive Sex Education, including information re contraception and sexually transmitted infections.
- Students are strongly encouraged to discuss personal and health matters with their parents/carers.
- All students are entitled to confidential medical advice – as it is unlikely that Philpots students will be able to access such advice themselves, senior staff or the Medical Co-ordinator will assist.
- All relationships deserve equal respect; homophobic bullying is not allowed.
- Social visits e.g. to meals, are encouraged by prior arrangement and take place in context – with others of the group.
- Individual outings (dates) e.g. to the cinema, will be chaperoned.
- All relationships are as individual as the individuals forming them, therefore the support and guidance offered by staff will be on an individual basis. For example: handholding will be respected – unless it is or becomes controlling. People's experiences of intimate, personal and social space vary widely.
- Individual relationships will be individually reviewed by supporting staff.
- Visits to other's homes are not directly the school's responsibility. However, overnight visits at home between students of the opposite sex are strongly discouraged – there may be issues of confidentiality.
- Parents will be informed of this policy.

