



Elemore Hall School

Policy Title	Positive Management of Behaviour
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This version	September 2019
Approved by	
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PREFACE

Elemore Hall School has education and inclusion at its centre. This policy and the accompanying practice documents identifies and explains how the school seeks to assist pupils in their academic education whilst supporting them in developing the social, emotional and behavioural skills that they require to be included in the mainstream of society.

This policy and associated practice documents and support materials are a direct result of developing practice over a number of years; they form an essential part in describing and explaining the structures, systems and intervention strategies that are in place, these together help to create a safe, supportive and productive educational community for pupils and staff.

The evolution of such policy and practice has taken place in structured contexts such as staff meetings, staff development days and multi-disciplinary working group. Vital to this process is seeking the views of pupils and parents / carers through both informal and more structured data gathering.

In addition, liaison with, and support from, colleagues in other educational establishments, the Local Authority and other agencies is an important part of this process.

This policy should be read in conjunction with other school policies which expand on some areas such as the Anti-Bullying and Safeguarding Policies.

Richard Royle
Headteacher

This version – January 2019 – minor changes and updates

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April 2005 *significant review*

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September 2015 (very minor changes)

February 2017 – minor changes

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January 2018 – minor changes and updates

POSITIVE MANAGEMENT OF BEHAVIOUR and SOCIAL, EMOTIONAL & MENTAL HEALTH DEVELOPMENT POLICY and PRACTICE GUIDE

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1. THE POLICY

INTRODUCTION

It is the philosophy of Elemore Hall School to have as its first priority the needs of the pupils in its care. The pupils referred to the school have social, emotional and mental health difficulties (SEMH) of a nature which seriously impedes their progress in ordinary schools. Often these pupils also experience adjustment difficulties in their own communities.

At Elemore Hall, the pattern of education is not fundamentally different from that of mainstream schools. It is held important that pupils whose education may have been chaotic, experience a calm, caring and consistent environment. However, it is also considered equally important that the school's approach is flexible and tolerant and as such is able to permit the acceptance of a range of pupil behaviours and enable individual pupils to develop within it.

Inclusion is at the heart of our practice. In order for any pupil to make progress in any area, academic or social, it is important that they feel included in that area for example by differentiating work so that they can achieve at their level or by ensuring that they are sufficiently supported to have the confidence to try new things. The overall aim of the school is to restore equilibrium to the pupil and family, return the pupil to the home setting and in as far as possible to provide opportunities for pupils to be involved in a range of educational and social experiences in other educational locations and facilities, by achieving this the pupil becomes included in mainstream society.

RATIONALE

The purpose of this policy and practice document is to describe the schools ethos, culture and values within framework for relating positively to pupils and managing their behaviour. It is the school's view that the only way to encapsulate this approach is to operate a clearly structured environment. However that structured environment must have some flexibility and must be appropriately responsive to the needs of the different pupils who attend the school.

SCOPE

This statement of Elemore Hall School policy and practice relates to the whole school community and there is an understanding that the content of this document will be familiar to all staff and that they will apply the structures, systems and intervention strategies as the guidance suggests. This commonality of approach will provide pupils with greater consistency and structure and remove ambiguity and confusion.

PRINCIPLES

The policy and practice within this school seeks to demonstrate:

- consistent, clear and fair principles which relate to the school's Visions and Values;
- a whole school approach conducive to effective teaching and learning, physical and emotional care and therapeutic intervention;
- arrangements and practices which are known to pupils, staff and parents which effectively convey the culture of the school;
- a sense of community and shared values;
- mutual respect;
- the promotion of positive relationships;

- a commitment to pro-activity rather than crisis driven approaches;
- the encouragement of self-worth, self-confidence and self-discipline;
- an emphasis on positive effort and achievement;
- the encouragement and generalisation of good behaviour within the school community;
- the encouragement and generalisation of good behaviour outside the school in the wider community;
- good, effective use of on-site facilities enhanced and supported by appropriate use of off-site experiences, locations and environments;
- an active partnership with parents/carers;
- an active partnership with other agencies;
- the use of sanction is considered, fair and consistent;
- sensitivity to the needs of the local community.

RESPONSIBILITIES AND ENTITLEMENT

Elemore Hall School recognises that pupils, staff, parents/carers, the community and its Governing Body all have rights and responsibilities that should be reflected in its policy and practice for managing pupil behaviour.

Responsibilities

Pupils at this school have a responsibility to:

- behave in a manner that does not endanger the health and safety of others;
- behave in a way that does not disrupt the school's learning environment;
- participate in the range of educational opportunities and activities provided;
- participate in the range of activities and strategies that allow the evaluation and review of their behaviour;
- treat each other, staff and visitors with respect; and
- report their concerns in respect of breaches to school 'safety'.

Staff at this school have a responsibility to:

- ensure their awareness of and compliance with the policy and related practice;
- ensure their active support for the establishment and maintenance of a safe and supportive learning environment;
- contribute to the evaluation and review of the policy and related practice;
- assist in the identification of their own training needs and areas for whole school development;
- act as positive role models for pupils;
- report their concerns in respect of breaches to school 'safety'.

Parents of pupils at this school have a responsibility to:

- support the school policy and its related practices;

- ensure their active support for the establishment and maintenance of a safe and supportive learning environment;
- work with the school to resolve difficulties;
- report their concerns in respect of breaches to school 'safety'.

The local community of Elemore, Pittington, Littleton and the wider community is responsible for:

- reporting incidents which compromise the school's intention to be a good neighbour; and
- remaining alert to circumstances in which pupils may be harmed.

The Governing Body of this school is responsible for:

- ensuring their support for the establishment and maintenance of a safe and supportive learning environment, and allocating appropriate resources towards it;
- ensuring that the policy and related practices reflect current professional advice and that of the LA;
- providing the Headteacher with guidance on specific matters relating to the policy and practice;
- ensuring that the policy and related practices are published and communicated; and
- ensuring that the policy and related practices are implemented, monitored, evaluated and regularly reviewed.

Durham Local Authority is responsible for:

- providing support, guidance, advice, and information to school in respect of behaviour management;
- monitoring behaviour management practices observed at the school, and information in respect of behaviour management sent to it;
- facilitating opportunities for training; and
- liaising with other agencies to address Pupil Protection issues.

Entitlement

Pupils at this school are entitled to:

- opportunities to develop self-worth through gaining success and accepting responsibility;
- opportunities to develop self-discipline;
- a school environment that is appropriately flexible and tolerant and allows pupils to be treated as individuals;
- a safe, orderly, caring and supportive regime in which personal growth can be nurtured;
- experience fair and equal treatment;
- treatment from staff member to staff member and between staff groups which displays consistency;
- knowledge of the rules, routines and expectations of the school;

- participate, as appropriate, in the development and continued review of the school's policy and practice in respect of behaviour;
- receive praise and reward for positive achievements;
- access support mechanisms in the school;
- positive role models to emulate;
- have any grievance listened to with impartiality, dealt with efficiently and with integrity, and where appropriate referred to an independent agency; and
- contribute towards decisions about the operation and management of the school through regular meetings with staff, both in school and residence.

Staff are entitled to:

- a safe and supportive environment in which effective teaching, and pupil support can take place;
- participate actively in the development and review of the behaviour policy and practice;
- practices which allow staff to be involved in the personal and social growth of pupils;
- access to training;
- advice and support from senior colleagues, and where appropriate visiting consultant professionals;
- regular contact with parents; and
- regular time allocation for staff induction, development and supervision.

Parents/carers of pupils at this school are entitled to:

- be regularly and actively involved in the social, and personal education of their child;
- involvement in seeking constructive solutions to problems involving their pupil;
- regular contact with school staff; and
- information about the school's behaviour policy and practice.

The local community of Elemore, Pittington, Littleton and the wider community are entitled to:

- consideration and respect from school staff and pupils;
- the co-operation of the school in matters which effect it; and
- to make representations to the school.

The Governing Body is entitled to:

- guidance from the LA on policy and practice issues
- be kept informed of both general and specific developments within the school in respect of the management of pupil behaviour;
- support from the LA, school staff, and parents in implementing the policy.

Durham Local Authority is entitled to:

- expect the school to respond appropriately to the needs of its pupils;
- be kept informed of specific and general developments at the school in relation to both the behaviour of individual pupils and the school pupil population as a whole;
- monitor the implementation of the school's behaviour policy and practice a
- provide the Governing Body and Headteacher with relevant guidance.

REVIEW

This document will be reviewed biennially or sooner if appropriate. This version is dated September 2019

2. CREATING A POSITIVE CLIMATE - STRUCTURE and SYSTEMS

THE STRUCTURED ENVIRONMENT

The structured environment provides the framework for our work with pupils. Pupils with social, emotional and/or mental health difficulties will have had largely negative experiences of schools, the majority of staff within them, and may not view education as positive or something that includes them. Their ability to initiate and sustain relationships is likely to be poor. A pupil joining Elemore Hall School has the opportunity to make a 'fresh start' in a new environment that superficially, at least, may appear to be very different from their previous experiences of school, it will certainly be an environment that works very hard to re-engage and include the pupil in their education.

At Elemore Hall the structured environment supports social and academic development; whilst elements of that structure are whole school and apply to everyone in very explicit terms, other structures or supports may be more subtle or apply to small numbers or individuals. It is the school's intention to provide, wherever possible, whatever structure or support is necessary to enable a pupil to engage in their social and academic education and to begin to achieve success and make progress. As the pupil develops the necessary skills, attitude and confidence the structures and supports may be gradually removed until the pupil hopefully becomes self-supportive and independent.

To help the pupils to feel secure within the school structures, and for those structures to be effective, it is essential that a high degree of consistency occurs in the way that staff applies the structures. Rigorous, consistent application of the structures and expectations of the school by the staff removes ambiguity and supports both staff in their work and pupils in their understanding.

The positive support of pupils becomes easier when their basic needs are met within an overall structure that reinforces:

- individuality and development rights and responsibilities in the form of entitlement;
- a high standard of personal care and attention to health;
- encouragement to participate in and benefit from an educational experience which identifies individual needs;
- partnerships with parents being continuously involved;
- pupil centred collaboration based upon high quality inter-disciplinary teamwork
- safety and security.

First and foremost Elemore Hall seeks to create a warm and caring environment where pupils learn to trust adults. In order to provide security for individuals and the group and to aid personal development young people need to develop an appreciation of the limits on their behaviour set by society and their community.

They need to understand the implications of breaching these limits. A clear framework of authority (not authoritarianism) facilitates the development of inner self-discipline and maturity. As maturity of responses develops a greater diversity of trust, independence and autonomy should be possible. Informed choices are more probable. A carefully structured environment is fundamental in bringing this about.

RULES

All establishments have rules, systems and codes of conduct which seek to manage formally how people behave and schools are no exception. Some school rules are

specified by the Government and LA as the legal bodies for education. Rules in respect of Health and Safety and student attendance are examples of this.

By and large schools seek to reflect similar norms and values to those of society. Where schools differ is in the importance or emphasis attached to some rules and the way these are conveyed and exercised.

The more difficulties pupils have in demonstrating appropriate behaviour, the greater the need for detailed and unambiguous expectations to be described to them and for pupils to be regularly reminded of these. At the school, an attempt is made to present these expectations and aspirations in a format that is readily understood by pupils of all ages and levels of ability and in a terminology that is clear.

At Elemore the emphasis is not just on achieving a well ordered community but also on self controlled behaviour and a subsequent generalisation of behaviour to environments beyond school and beyond school staff. This is also reflected in the awareness in staff of their need to nurture pupil's social and emotional growth in an environment which is tolerant and flexible enough to accept mistakes as part of the learning process.

The way in which our expectations are communicated to pupils is crucial to the success of the intended outcomes. The vision and values of the school are woven throughout school life and are reflected in social times, school gatherings and formal lessons. Pupils will be reminded in both individual and group settings and throughout the 24 hour curriculum. The school's Vision and Values should be displayed in all communal rooms for staff as well as pupils.

The school has been achieved the Rights Respecting School Award in recognition of work done with pupil in respect of their rights in line with the United Nations convention. Elemore Hall holds the Investing in Children award and has had this status for the past eight years.

RELATIONSHIPS

The principal reward and encouragement for any pupil is the positive attention and frequent expression of approval and support by the adults around them. This expression of the quality of relationships between pupils and adults is a critical feature of the ethos and culture of Elemore Hall School. It is our belief that all progress with our pupils relies on the relationships they form with the adults they encounter.

A central feature of the structure at Elemore Hall is the pupil's network of relationships with adults in general and in particular the Personal Tutor and Teacher Tutor. This work also includes the pupil's family.

POSITIVE PERSONAL CONTACT BETWEEN STAFF AND PUPILS

At Elemore Hall there is clear and unequivocal expression of normal, positive, physical contact between adults and between adults and pupils. This is not physical contact which in any way seeks to establish authority over others, but that which expresses 'parental' affection, to provide comfort, ease distress and signal care as would be expected between good parents and their pupils.

The school believes that normal adult/pupil physical contact is a critical therapeutic factor in all its pupils' care to a higher or lesser degree.

However the following guiding principles should apply:

- Given that a high proportion of pupils with social, emotional and mental health difficulties may have experienced sexual and/or physical abuse, staff need to ensure that any physical contact is not misinterpreted;

- If at any time a pupil demonstrates verbally or otherwise that s/he is not comfortable with physical contact staff should respond immediately by ceasing that contact;
- There should be no general expectations of privacy for the physical expression of affection or comfort, although this may be appropriate in some circumstances (e.g. bereavement). Staff need to be aware that different cultural factors may apply;
- Age and maturity are factors to be considered in deciding appropriate physical contact;
- Where a member of staff feels that it would be inappropriate to respond to a pupil seeking physical comfort, the reasons for denying this should be explained to the pupil. The pupil should be comforted verbally as necessary;
- The issue of personal contact in general should be raised in interviews and induction training for staff and discussed in staff development;
- Physical contact should not be in response to or be intended to arouse sexual expectations or feelings;
- Pupils should be counselled with regard to socially appropriate/inappropriate times/places/situations to seek physical comfort;
- Appropriate physical contact should be a focus of discussions with parents through Personal Tutor and Senior Staff if appropriate.

SOCIAL CURRICULUM

At Elemore Hall School we refer to the 24hr curriculum in recognition that we endeavour to make use of all aspects of the waking day. The social curriculum is that which supports the social, emotional, behavioural and/or mental health development of pupils and it can and should occur at any time during waking hours, including during lessons.

Many of the pupils referred to Elemore Hall have difficulties because they have not learned or wrongly learned those essential skills necessary for successful social interactions. Our pupils' social difficulties can be increased when mixed with other emotional, mental health or cognitive problems.

Normally pupils learn social behaviour by imitating that which is effective; their subsequent repetitions produce positive reinforcement and encouragement to maintain the behaviour. That our pupils have not learned, that they may not have experienced appropriate models, or that after modelling their behaviour may not have been acknowledged indicates that a casual approach to the social curriculum is unsatisfactory. Those pupils who do not acquire appropriate skills are, on leaving our protective community, at risk of social isolation, social neglect, social derision and a loss of self esteem. A socially skilled pupil is likely to be a personally well adjusted one, but a socially unskilled pupil is rarely likely to show personal adjustment.

The approach to improving individual pupils social relationship skills within the social curriculum recognises that social development cannot be separated from other learning experiences at Elemore Hall whether they be academic, aesthetic, creative, moral, physical, spiritual, recreational, etc. Classroom learning, school social and leisure time, evening and daytime activities activities, group work, living unit life and indeed all situations and environments within and without the school are appropriate in enabling pupils to improve their social skills.

Staff, in planning their lessons and activities with groups and individuals, should include in their aims aspects of the social curriculum. They should be continually aware of the dynamic role that they play in shaping, modelling, counter conditioning, and reinforcing behaviour.

The goals of the social curriculum are concerned with:

- the attainment of socially responsible behaviour;
- relationships with adults and peers;
- gaining and maintaining group membership.

Attaining Socially Responsible Behaviour

Socially skilled pupils will have learned to:

- gain confidence and self esteem by valuing their own strengths;
- identify personal characteristics needed for acceptance;
- behave appropriately in public;
- respect the rights and property of others;
- acknowledge and follow instructions and rules;
- understand the impact of their behaviour on others;
- accept the consequences of that behaviour;
- understand social rules that fall within and outside the law and custom;
- understand differing cultural values;
- understand the effect of racial, religious and gender discrimination;
- respect the needs of others from the very young to the aged and disabled.

Relating to Peers

Socially skilled pupils will have learned to:

- initiate interactions by listening and speaking properly;
- give and receive positive non-verbal feedback;
- join and interrupt conversations appropriately;
- share and compromise;
- handle name calling and teasing;
- say 'no' to stay out of trouble;
- send an ignoring message;
- establish enduring relationships;
- appreciate, tolerate and accept differences and different points of view between individuals.

Relating to Adults

Socially skilled pupils will have learned to:

- value the experience of adults;
- listen to adults' advice and act upon adults' guidance;
- trust adults;
- accept the differing boundaries that apply to adults compared to pupils;
- adjust to a range of situations, with a variety of adults with different interests;
- accept appropriate positive feedback and critical advice;
- greet and interact appropriately and politely with adults that they meet including visitors to the school;

- have confidence enough to be assertive with adults when this is appropriate.

Gaining and Maintaining Group Membership

Socially skilled pupils will have learned to:

- accept the need for conformity to group norms;
- participate in group discussion and debate;
- defend themselves and their rights when appropriate and to do so appropriately;
- be aware that membership of some groups is exclusive and consequently accept the appropriateness of rejection from them;
- accept a fair share of group tasks;
- understand the need for a loss of a degree of personal autonomy to gain access to groups;
- value their role in group activities;
- discriminate between social and anti-social group behaviours.

ACADEMIC CURRICULUM

Within the 24hr curriculum we believe that the academic curriculum not only enhances the academic development of the pupil but plays a key role in the pupil's social relationship skill development. Success in the classroom, we believe, will generalise to success in other areas of the pupil's life. Many, if not all, of our pupils have already experienced academic failure (or not achieved academic success!) and with this the accompanying loss of self esteem and confidence. Available research evidence points very clearly to the interconnection between behaviour problems and learning disorder.

Through experiencing academic success, however small, the overall self esteem of the pupil can be built upon. As a pupil gains positive experiences through the school curriculum then the pupil's view of the curriculum itself will become increasingly more positive. The academic and social curricular are therefore very heavily interdependent.

At Elemore Hall, the promotion in all pupils of appropriate and sustained self-change is held in high regard. We aim for our pupils to derive satisfaction and pleasure from completing their work and making progress in line with their potential. This involves ensuring that pupils value learning for its own sake. If this is achieved then pupils will be less likely to disrupt the learning situation because it is of value to them.

Academically skilled pupils will demonstrate;

- a willingness to come to the learning task;
- evidence of motivation;
- sustained on task behaviour;
- independence as a learner;
- the ability to make informed choices and set their own goals;
- find and organise their own equipment;
- evaluate, self analyse and assess;
- clear pride in work production and quality;
- the ability to give and receive praise and reinforcement;
- the development of an inquiring mind;
- the ability to question;

- confidence in requesting assistance where necessary;
- that they can contribute ideas;
- that they can be creative;
- measured progress through a range of assessment procedures;
- appreciation of, and respect for, classroom equipment;
- an awareness of the need for safety;
- respect for self, other learners and adults.

With modification, these form the basis for good targets for pupils. They provide a reference point for staff and pupil discussion, planning and assessment within Progress and Achievement Meetings (PAMs) and Annual Reviews.

Planning and Delivery

Teachers employing good practice continually reward successes and appropriate behaviour. This feedback confirms the positive cycle to the pupil and encourages increased success/motivation. Ultimately pupils will become more aware of appropriate learning behaviour and its outcomes.

This is most likely to be achieved if:

- teaching reflects careful planning;
- equipment and materials are at hand;
- work tasks and activities are at a challenging but achievable level;
- pupils experience more success and subsequent praise than failure;
- pupils are rewarded for their efforts and small achievements;
- pupils work in a warm welcoming environment, and
- pupils and their contributions are valued.

Staff Attitude

Pupils' experience of the curriculum is not just limited to its content. Pupils' experience, views and opinions will take account of other factors such as relationship with the teacher and the method and richness of curriculum delivery. Many Elmore pupils have had previously poor school experiences and it is vital to the growth of appropriate and sustained self change that their more negative views of adults are interrupted. This can most easily be achieved by:

- showing a positive attitude and enthusiasm for the subject;
- presenting a planned instructional approach;
- having the ability to be flexible;
- maintaining consistency and fairness;
- showing understanding;
- using a variety of teaching styles;
- using good, pupil friendly assessment, continually and in different forms;
- celebrating pupil success;
- 'Catch them being good!'

Classroom Management

There will be occasions, however, because of the volatile nature of many Elemore pupils, their past poor experiences of schools and adults, and their personal difficulties when teachers and the learning environment are challenged.

There is no proven practice, method or technique guaranteed to produce appropriate behaviours; teachers must develop their own management systems largely through trial and error, based on their professional preparation and experience, and this school's values and philosophy. However, the following suggestions whilst not a promise of workable solutions may make teaching an easier, more rewarding and less stressful:

- make the classroom an attractive and welcoming environment;
- be aware of time throughout the lesson to avoid over-running or having to rush or miss important elements such as the plenary;
- do not allow a class group to enter the room before the previous one has left;
- determine seating arrangements if problems are perceived;
- wait for quiet and establish order before beginning teaching;
- use the 'Lesson Structure' crib sheet;
- establish lesson aims and learning objectives as soon as possible;
- it's the pupils lesson – make it important to them;
- develop peripheral vision;
- develop non-verbal cues;
- do not allow minor misdemeanours to develop into big issues;
- do not get trapped into circular arguments;
- establish classroom routines, with explicit limits;
- permit only purposeful out of seat behaviour;
- develop de-escalation skills;
- develop conferencing and negotiating skills;
- address pupils by their forenames;
- be alert to illness, emotional upset and peer disputes;
- be polite and sensitive;
- do not view pupils misconduct as a personal confrontation;
- move around the classroom, don't adopt a static position;
- catch them being good, praise, acknowledgement, encouragement, etc. Be positive;
- insist pupils signal before asking questions, talk, or seek attention;
- outline antecedent and behavioural consequence;
- talk quietly but use changes of tone;
- avoid getting into will power struggles;
- anticipate problems;
- avoid negative, unhelpful references to the past;
- establish the end of the lesson clearly;
- use plenary to review the progress made on meeting the aims and learning objectives of the lesson;

- award Learning Credits judiciously to give immediate acknowledgement of learning and explaining to pupils why they have earned them;
- send pupils off to their next lesson in an orderly manner.

A pupils' experience of the curriculum is not just limited to its content. The pupil's experience, views and opinions will take account of other factors such as their relationship with the Teacher/Learning Support Assistant and the method and richness of its delivery.

"Learning itself is therapeutic and contributes to positive relationships and adaptive behaviour." (Brennan, 1985)

Learning Credits

Whilst it is acknowledged that learning itself is therapeutic and should ultimately be its own reward, with pupils who may have become disengaged from education, it is useful to have additional motivational tools that may help pupils to engage and to make progress initially. The Learning Credits scheme sets out to directly recognise pupil endeavour and achievement in the classroom day. The system is simple in operation and offers both immediate recognition and longer term rewards, it follows these steps:-

1. A teacher can award up to two Learning Credits for each single lesson. One credit is awarded for the successful completion of an appropriate amount of work. The second credit is awarded when the pupil clearly demonstrates an aspect of learning from the lesson. (obviously this criteria will be multiplied for double, triple or quadruple lessons);
2. After or during the plenary at the end of the lesson, the teacher awards the Learning Credits to pupils with an explanation of what they are being awarded for. It is not appropriate to award Learning Credits without explanation, nor should staff feel that they must award Learning Credits if they cannot reasonably justify doing so. Pupils must see value in the award of Learning Credits.
3. The teacher will record the Learning Credits awarded on the teacher's iPad and submit them immediately.
4. The scores for each pupil are collated automatically and the master scoreboard in the reception area of school will be updated regularly. The scoreboard shows how many credits have been earned by each pupil over their time in school.
5. Any member of staff can access the system to view how well pupils are performing.
6. When pupils achieve certain amounts of Learning Credits, they will trigger incentives and certificates. For every 100 Learning Credits reached a pupil will earn a Ruby award. For every 500 Learning Credits reached a pupil will earn an Emerald award consisting of a certificate and an item selected from the Learning Credits Emerald Reward Catalogue, these will be presented publicly at School Meeting. If a pupil achieves 2500 Learning Credits they receive a Diamond Award and accompanying certificate and reward.

Behaviour Points

The system is quite simple, a pupil will score a certain number of points for their behaviour in a lesson (this is based on the criteria shown below). The points are collated automatically and converted to a percentage. The percentage that a pupil achieves can be demonstrated over any chosen period of time, for single subjects or all. This allows for targets to be set and tracking to be conducted.

At the end of a set period of time, initially one term running from half term to half term in line with PAMs, the percentage for every pupil will be established and different rewards will be made according to level achieved.

The system allows for pupils to have 'blips' but is also designed to encourage attendance in school and in class as non attendance returns a score of '0'.

Points are awarded as follows:

- 10 = Exemplary behaviour. On task and good engagement with learning. Gets along well with staff and other pupils.
- 8 = Generally good behaviour and on task for the majority of the time. Gets along well with others.
- 6 = Generally engaging with lesson, perhaps needing a couple of low level reminders about expectations
- 4 = On task for at least 50% of lesson, no major issues, perhaps needing some simple reminders about expectations.
- 2 = On task for some of the lesson but with some more serious behaviour difficulties.
- 0 = Off task throughout. Maybe at least one major incident. Maybe missing part of lesson without authorisation. Absent for whole lesson.

Lesson Star

A pupil who has been particularly good in a lesson can be awarded the 'Lesson Star'. Only one star can be awarded per lesson so this carries some prestige. Lesson stars count towards House Points.

Merits

The Merit system runs parallel to the Learning Credits Scheme. Merits provide immediate reinforcement and are used to both shape and reinforce positive and developing behaviours.

Each member of staff can award up to two Merits each week. Pupils gaining Merits can exchange them at the school tuck shop. They may also be banked to be used at a later date, for example towards the purchase of larger items that has been pre-approved.

The following principles underpin the operation of the Merit system:

- The reinforcement is as immediate as possible;
- A verbal statement identifying the earning behaviour must always be made;
- Merits may be cashed for tangible rewards at the convenience of pupils;
- There are a finite number of Merits available each week;
- Staff should tell the Duty Co-ordinator when they have awarded a Merit so that a record can be kept.

Positive reports

The Sleuth system allows staff to record positive behaviour displayed by pupils Staff can record a positive under one of the following categories 'lesson time', 'activity time', 'social time', 'representing the school', 'contributing or having work shown in morning or school meeting', 'performance'. An entry onto Sleuth generates a record against a pupil's name. House points are awarded for positive comments as are rewards for the highest scorers.

Individual Programmes

One of the most obvious indicators to pupils that adults care is the visible time put in to discussion with them concerning their progress and the purposeful addressing of issues to clarify for them how they can effect change. One of the central vehicles for this is the involvement of pupils in their own individual programmes.

Individual planning at Elemore falls under the following main areas:

- Individual Education Programmes;
- Progress and Achievement Meetings;
- Statutory Annual Reviews;
- Placement & Care Plans; and
- Individual Subject objective setting.

Individual Education Programme (IEP)

At Elemore the IEP seeks to be responsive to individual pupil needs. The programme planned for each individual pupil will be different and reflect the level of specific target setting, intervention, monitoring and review that staff, and others think appropriate. An IEP would usually plan for intervention that is additional to the normal provision; therefore not all pupils will have an IEP. Within Elemore Hall the 'normal' processes and practices are already significantly different from mainstream provision; however some pupils require additional support. A pupil may have specific IEP objectives based upon literacy, numeracy, dyspraxia, anger management, emotional control, personal & social development, medical or physical needs, the pupil may also have plans regarding any Positive Handling Strategies that may be employed or any Pastoral Support Programme that may be in place. (This list is not exhaustive). These additional plans can be drawn up as Targeted Intervention Plans. All resident pupils have a Placement Plan and Care Plans.

It is important that pupils are involved in the construction of these plans, wherever appropriate, as they are more likely to complete objectives and meet targets if pupils view by them as a joint venture to help with their own progress.

Summary

- Each pupil will have an up to date plan consisting of objectives drawn from different sources including the Education, Health and Care Plan, Annual Review Targets, and assessments.
- The SENCO is responsible for ensuring that all the targets and objectives contained within each pupil's plan or IEP are reviewed and updated when required, and that staff is aware of any changes made including entering changes into the database.
- The Personal Tutor is responsible for maintaining the Placement Plan and Care Plan for resident pupils and reporting any changes to the SENCO.
- Objectives:
 - should be precise and specific;
 - measurable (wherever possible);
 - not over generalised;
 - identify skills and targets;
 - show progression and continuity;
 - be regularly evaluated and re-structured.

- Students should, where appropriate, know what their plans and targets are and be involved, where practical, in the construction and evaluation of the various aspects of their IEP's.
- Parents/carers and other interested parties should be involved in the creation of the IEP wherever possible and relevant.
- All staff should be aware of the targets for individual pupils and the contribution that they should make.
- Regular meetings will take place between the pupil and designated school staff to review the targets and celebrate progress.

Progress and Achievement Meetings (PAM's)

PAMs are one of the school's main tools for face to face engagement between staff, pupil and parents/carers to discuss progress. The meetings are invariably positive and highlight successes and achievements.

The purpose of PAMs is to explore the Personal and Social Skills of pupils, to recognise progress made through pupil participation in activities, extended day, residence, enrichment, representation, etc, and to set targets for future development. They do not report on academic progress or review the EHCP – these are done at other times.

The PAMs process is continual and forms a key part of the Personal/Teacher Tutor role and the Personal and Social Development programme for pupils. The start date for the programme is when a pupil joins the school and the end date is when they leave. PAMs are run in conjunction with Personal Tutorials and progress in Personal and Social Skills is recorded in a pupil's individual profile document. The aim is that over time pupils will develop independence in the personal and social skills listed and have a folder of evidence to remind them of what they have achieved.

Progress and Achievement Meetings take place once a term for all pupils and are unique to Elemore Hall School. At the meeting will be an individual pupil and their parents/carers, Personal and Teacher Tutors, a member of the School Leadership Team (SLT) may also attend. These meetings should, where possible, concentrate on positive aspects of a pupil's time in school, although this may not always be possible, it is important to use PAM's to celebrate success and promote further success. This will be difficult if the meeting is an overly negative experience for a pupil. Although some pupils may find contributing to the meetings difficult, staff should support and guide where appropriate to encourage participation. PAMs are managed by the Assistant Headteacher.

Individual Subject Objectives

When a subject teacher writes the termly subject report for each pupil, they can include objectives that they are setting for individual pupils. It is however essential that any objectives set are commented on in the next report.

Statutory Annual Reviews

The other major marking post for our collective support for the pupil and family is the review process – these are formal planned meetings where the Education Health and Care Plan is reviewed. At these meetings formal written reports are submitted from Curriculum and Activity staff, Teacher Tutor, Personal Tutor, Pupil and Parents. All are present along with any external agencies involved. The period since the last review is reported on and planning is discussed for the coming period. Individual programmes

obviously play a key role in this. Reviews usually take place at approximately 11 month intervals but can be called sooner if required.

Placement and Care Plans

Any pupil who is resident will have a Placement Plan. Throughout the year progress on the elements contained in the Placement Plan will be made through smaller steps contained within Care Plans.

3. PERSONAL AND GROUP COUNSELLING

Personal and Group Counselling can occur in informal and formal settings such as:

- Individual Personal Counselling Sessions, this can involve personal tutorials;
- Progress and Achievement Meetings (PAMs);
- Class Tutorials/Citizenship (an ideal arena for group and peer counselling);
- Unit or living group meetings.

Principles of personal and group counselling

Personal and group counselling stresses pupil's responsibility for their own behaviour and their ability to exercise self-control.

Activities employed in personal counselling achieve validity if they make sense to those using them; they work, are humanistic in nature, and stress the worthiness of individuals.

Personal and group counselling is focused towards learning. It is important that any knowledge, skill or idea can subsequently be applied to a variety of personal problems/difficulties.

The focus of personal and group counselling is a self-defined problem or difficulty disclosed by the individual or group. It is acknowledged that some pupils will need to be encouraged into openness. When pupils disclose problems or difficulties they tend to do so in terms of real situations such as school or family life, they rarely talk in abstract terms. Personal counselling's enabling approach begins from the moment a pupil decides by disclosure to do something about a problem/difficulty s/he experiences. It does not start upon any professional assessment of what the problem/difficulty is.

The aims of personal and group counselling are:

- to allow pupils access to individual staff time;
- to enable pupils to be as open in discussion as they wish;
- to help pupils understand and/or resolve their current problems and/or difficulties;
- to improve pupil's ability to cope with future problems and/or difficulties;
- to develop new and increasingly better ways of solving and coping with problems and/or difficulties;
- to encourage insight and forethought;
- to encourage self control;
- to encourage pupils to work together as a group to help each other with problems and/or difficulties;

- to enable pupils to see and understand the interrelationship between their own and others problems and/or difficulties;
- to help pupils trust adults and peers as helpers and advisors in the process of dealing with issues;
- to build teamwork and develop a sense of belonging;
- to help pupils develop confidence in discussing and sharing personal issues.

Problem solving approaches used in personal and group counselling should be based upon the following framework

- assessment → finding out about the problem
- setting objectives: → deciding upon a course of action
- learning procedures: → gaining the ability to carry out the action
- evaluation: → checking the results

Assessment

Solving a problem involves finding out as much about it as possible. Assessment within a session is about the pupil/pupils and the member of staff agreeing and being involved in a process of assessment together. Its purposes are:

- to define and describe problems/difficulties with precision;
- to list strengths - assessment should identify the positives from which solutions can be created;
- to enable action prioritising to occur.

This can be achieved through:

- open discussion, score charts, brainstorming, observation, checklists.

Setting Objectives

Sometimes objectives that pupils may wish to set for themselves become obvious during assessment. More frequently it will be necessary to decide objectives so that:

- they can be determined in a form that will enable subsequent appropriate action to be taken;
- an overall aim may be tackled in a series of smaller steps;
- a series of tasks is ranked for example in time allocated to achieve them;
- a pattern and purpose is given to subsequent learning;
- Pupils have mechanisms for monitoring their own progress;
- Pupils are assisted in setting attainable targets.

This can be achieved through;

- mind-mapping, personal discussion, examples of specimen objectives, unambiguous, time related e.g. short, long-term or permanent, flexible or provisional.

Learning Procedures

Learning takes place during all four stages of personal and group counselling and obviously outside it too. Indeed the processes of assessment and establishing objectives may determine that learning should take place in a different forum altogether. Learning involves:

- finding new information;
- thinking in new ways;
- changes in attitude or emotion;
- skill(s) development.

This can be achieved through;

- direct learning, role play, modelling, positive reinforcements, problem solving, social skill training, shaping, modelling.

Evaluation

Evaluation should not be considered the final stage of the problem solving process. Evaluation is a feature that should occur throughout the process. The main purposes of evaluation are:

- to enable pupils to check their progress towards solving their personal problems/difficulties;
- to enable pupils to evaluate the effectiveness of newly learned strategies and skills;
- to provide feedback to staff on the content and efficacy of programmes.

This can be achieved through;

- personal diaries, observation, score charts, questionnaires, rating scales.

Core Skills

The range of techniques that could be employed are too numerous for any individual to master. In practice individuals become adept at using a few techniques, have knowledge of some and can access information about others. There are a number of core skills that are crucial to personal and group counselling that all staff members must seek to acquire. These core skills relate to staff being able to convey empathy, respect and acceptance. Their acquisition is difficult and often a lengthy process, nonetheless there are a range of complimentary skills which will assist staff in encouraging pupils into dialogue. These latter skills concern staff posture, the ability to listen, and encouragement of pupils into dialogue and conveyance of understanding.

Posture

Body posture plays a significant part in interpersonal communication; it can either support or contradict spoken communication. To enable pupils to know that they are being actively attended to:

- adopt an open non-defensive position and stay relaxed;
- lean slightly towards the pupil;
- arrange seating so that facial and eye contact can be maintained.

Listening

The skill of listening is a critical one. Listening involves more than just hearing what others say. It includes responding in such a way that understanding is evident. Listening is active and includes:

- paying attention to the pupil;
- Interpreting the pupils posture, gesture, facial and voice cues;
- understanding what pupils are thinking and feeling;
- communicating to pupils that you either understand or are trying to understand.

Encouragement of Pupils in Conversation

It is critical that staff do not dominate conversations. It is crucially important that the pupil is engaged in the conversation, this is encouraged if:

- sentences are kept short;
- the pupil is expected to reply;
- the pupil is given a chance to reply;
- frequent non-verbal feedback is given;
- periods of silence are not broken too prematurely;
- open questions are used.

Conveyance of Understanding

Expressing understanding is the means by which a climate of support is created and trust between pupil and adult gained. It is the most crucial of skills, and central to the process of all interpersonal communication. It helps to communicate understanding if:

- plain and easily understood language is used;
- voice tone and manner of responses is congruent to the pupil's;
- time is taken to reflect;
- responses are frequent and not delivered all at once;
- clarification is sought when issues are unclear;
- affirmation is sought to confirm understanding.

The following behaviours do not contribute towards a climate of mutual trust and respect within personal and group counselling. They should be avoided:

- pretending to understand using clichés;
- parroting;
- giving an inappropriate minimal response ;
- ignoring what is said;
- being long-winded;
- being judgmental;
- misinterpreting advice giving as understanding;
- making patronising or condescending responses;
- becoming defensive;
- interpreting (playing the psychologist/therapist).

Professional visitors

Pupils may be visited at school by external professionals who offer a range of services including therapeutic counselling, specialist work in anger management, attachment difficulties, domestic violence, etc, that are beyond the normal provision of the school. This provision is sometimes arranged by the school and sometimes by outside services in conjunction with the school. Parents/Carers and, where appropriate, social workers are always consulted prior to the work and may request updates from the delivering professional.

4. NOTES

All individual tutorials, visits from external professionals, discussions with parents/carers, meetings held regarding a pupil, attendance information, etc, is recorded on the Notes area of Sleuth. All staff have access to Notes and should use this to develop their understanding of our pupils and what is happening with them in school. Notes can also provide useful information for other professionals when required. It is an expectation that all staff will use Sleuth to input all relevant information. This ties in with Positive and Negative behaviour records and Personal & Social Development information for each pupil.

5. INTERVENTION and CONTROL

DE-ESCALATION TECHNIQUES

Despite attempts to create and sustain a positive environment which encourages appropriate behaviours our pupils are neither as socially or personally skilled as most of their mainstream peers and are as a consequence more likely to cope poorly with frustration, conflict and anxiety resulting in poor judgement, a failure to anticipate the effect or consequences of their behaviour, and on occasions temporary losses of control.

Most experienced staff know in what situations and under what circumstances a pupil is likely to become a management problem. Inevitably, however, staff have different thresholds and tolerances and because of their personal differences a degree of idiosyncrasy is likely to occur. However, the management of Elemore Hall pupils should not be dependent upon personal or spontaneous whims.

To achieve consistency it is important that all staff seek to manage the following behaviours:

<i>dangerous behaviour</i>	<i>scapegoating</i>	<i>gender invective</i>
<i>racial comments</i>	<i>religious intolerance</i>	<i>bullying</i>
<i>loss of self control</i>	<i>damage to property</i>	<i>causing tension</i>
<i>spreading gossip</i>	<i>physical aggression</i>	<i>debilitating anxiety</i>
<i>disruptive behaviour</i>	<i>substance abuse</i>	<i>absenting</i>

Staff interactions with pupils are crucial to limiting the frequency, duration and intensity of disruptive behaviours and to promoting behavioural growth in pupils. It is obvious that if some staff responses promote positive and appropriate behaviours in pupils then others

may inadvertently increase the likelihood of acting out behaviour. The de-escalation techniques focus upon:

The following pages describe some situations/interventions and lists of **DO's** and **DON'T's**, de-escalating and inflammatory behaviours. The lists are not complete and staff will always be able to think of more examples, the lists are however, an indicator of the influence staff behaviour can have upon pupil behaviour.

GROUP CONTROL

Good group control is an integral aspect of effective work with pupils. Research has shown that experienced staff makes use of a number of factors which effect how well a group will react. These include:

DO be punctual and prepare well

- Starting and finishing on time are very important. This sends signals to pupils about the importance and value that the adult places on the activity/lesson.
- Be efficient and well prepared. The more efficient and well prepared you are, the better you feel, the higher your confidence, the better things are likely to go.
- Settle the group to its task with as little delay as possible.
- Possess a firm grasp of whatever activity/skill you want the group to experience – what are the Learning Objectives?
- In team situations communicate with colleagues as part of preparation, include alternative activities/strategies in case of initial plan not working.

DO display confidence

- Maintain relaxed and non-threatening eye contact with the group and individuals; be sure to avoid nervous mannerisms and gestures.

DO give careful instructions and guidance

- Use appropriate, simple and clear language, instructions should be brief and to the point.
- Give clear statements of expected tasks that must be relevant to the ability levels of the pupils.
- Ask for questions and check if everything is clear.
- Always make it clear that if they have any problems or difficulties all they have to do is ask you for help.

DO be consistent and fair

- Pupils need to know that the standards you lay down are not going to be subject to arbitrary and unexpected change and that you are not going to treat individuals differently from each other for no apparent reason. Give clearly explained expectations of behaviour.

DO show firmness in the face of problems

- Try to be clear and decisive.
- Address and resolve situations, don't let them drag on or escalate unattended.
- Use appropriate body language and non-verbal communication.
- Keep your word.
- Always point out the consequences of a particular piece of behaviour (good and bad) but do not let negative or inappropriate behaviour become the focus of the lesson/activity.

- Make use of the pupil management systems in school where appropriate.

DO be aware of what is happening

- Be alert to what is going on around you and ensure your attention is distributed across the group.
- Where appropriate, be as physically mobile as possible in the classroom/activity.
- Try not to leave yourself vulnerable by becoming too engrossed with one particular individual or sub-group.
- Be aware of the importance of role modelling; the part played by the adult is instrumental in setting a good example.
- Keep giving positive feedback on effort and endeavour.

DO have realistic standards

- Your expectations must be at an appropriate level and consistent with your colleagues
- Demonstrate your belief in the pupils' abilities
- Verbalise your confidence in their success and where appropriate praise and celebrate their achievements

DO show enjoyment and enthusiasm

- Don't be afraid to show it; it shows the work and the pupils have worth and importance
- It is more likely to stimulate interest and reduce boredom and apathy

DON'T

- Make wild threats that you find hard to enforce or get support for
- Be unclear and hurried in speech and actions
- Overreact to behaviours
- Issue complicated instructions
- Show favouritism
- Be inconsistent
- Collude
- Provoke by ridicule or sarcasm
- Have inappropriate expectations
- Belittle effort or endeavour
- Send pupils off in numbers that will cause someone else a problem
- Confuse firmness and hostility

ATTITUDE AND APPROACH

Staff members' attitude and approach in all situations affects the quality of relationships with pupils. In situations of rising tension, staff attitude and approach is crucial. It can either improve or reduce the chance of success.

DO

- Appear calm and collected if at all possible

- Be clear and firm about boundaries of acceptability
- Show a non-biased nature
- Be prepared to listen
- Know when the situation is at stalemate and don't create a win/lose situation without it being a calculated decision
- Be flexible in thought and response
- Spontaneously provide a range of roles from assertiveness to reflective support
- Value people as individuals
- Be a sensitive, objective observer who can make valid diagnoses
- Trust others and perceive them as being capable of solving their own problems
- Seek to understand situations from the point of view of others and base your own behaviour on this perception
- Be concerned primarily with people and their reactions as well as things and events
- Try to understand the behaviour of others in terms of how they think, feel, behave and understand NOW; don't let the past influence you unnecessarily. Perceive others as being friendly and enhancing rather than as hostile and threatening. Perceive others as being in control of their own development rather than shaped by external events
- Understand the mechanics of adult influence so that you are able to diagnose the present situation and determine the range of possible reactions to it
- Develop a confident and positive regard for yourself - this should give you reassurance and be transmitted to others in terms of your outward confidence about being able to deal with things

DON'T

- **DON'T** be fooled into thinking you should always be able to deal with any situation, and don't automatically assume/expect colleagues to do so without your support
- **DON'T** be insensitive
- **DON'T** be unfair or hostile
- **DON'T** use high key intervention where low key will suffice
- **DON'T** emphasise the situation out of all proportion
- **DON'T** allow yourself to be wound up
- **DON'T** carry on even when you know you are wrong
- **DON'T** restart the argument or incident once calm has been achieved
- **DON'T** use unnecessary peer group pressure

NON-VERBAL BEHAVIOUR

The primary reason for using and interpreting non-verbal signals is to de-escalate at a very early stage or just to signal a very low-key adult involvement. There will usually be a response to this if signals are clearly sent. Similarly acknowledging non-verbal signals from within the group or from an individual will enable early, low-key staff intervention to take place.

DO

- Seek clear eye contact when you are making an important point

- Be aware of the signals which you give out by your body position and posture
- Be aware of the physical distance between yourself and others - *“Personal space” 18-36 inches, “Intimate space” less than 18 inches*
- Nod your head to indicate attentiveness
- Smile to show agreement
- Use raised eyebrows to question
- Use hand, shoulder and whole body gestures to support discussion
- Use physical contact as reassurance
- Seek signals that your message has been correctly received
- Use proximity as early intervention
- Use your observation of others non-verbal actions or reactions in order to judge your own level of intervention.

DON'T

- **DON'T** invade personal space
- **DON'T** stand over pupils in a threatening manner
- **DON'T** use staring threatening eye contact
- **DON'T** be oblivious to signals within the environment
- **DON'T** appear to lack confidence
- **DON'T** appear tense
- **DON'T** appear intimidated
- **DON'T** retaliate with physical gestures
- **DON'T** use inappropriate physical contact with particular pupils
- **DON'T** remain static

VERBAL BEHAVIOUR

Verbal communication operates at many levels within the teaching, caring and therapeutic processes at school. It is the single most important skill staff have in helping pupils towards personal growth, and employed correctly is the most powerful de-escalation skill staff possess.

The following format of four stages is a very useful way of conceptualising what you are trying to do and hence help you guide the conversation through to a positive solution.

1. Calm the Situation

It is important to calm a situation that is escalating, as nothing will be resolved if those involved are too agitated or not engaged.

- choose appropriate timing of initial verbal intervention
- acknowledge the existence of a problem
- use reflective listening
- show genuine concern and understanding
- show empathy and allow the individual to express their feelings
- give reassurance and offer support

- careful use of humour may be employed
- silence is useful - it is choosing not to speak - and can also be thinking time
- you may ask directly for a particular response
- use the help script, for example 'I can see that....', 'I am here to help', 'talk and I will listen'.

In effect what you are trying to do is bring some calm, order and clarity to the situation. Make sure the pupil(s) are 'with you' before going on to the next stages as too early an attempt to move on will only escalate things.

2. Analyse the Problem:

Now is the time to help the pupil register and understand what is happening.

- use non-threatening dialogue appropriate to the pupil and situation as well as corresponding body language
- be aware of voice quality, tone, volume, cadence, timing and making good use of pauses and appropriate replies
- paraphrase what is being said and check back with the pupil that it is accurate
- if necessary impose some structure to explain things
- put relevant information together
- put things in some order
- repeat and stress important points
- take the most important messages first
- be consistent and avoid confusing or conflicting messages
- present facts/issues which may not be known to the pupil
- use personalisation and former relationship factors
- concentrate on the behaviour presented not the person

3. Problem-Solve:

After getting to the central issue start to get the pupil to look for/at solutions.

- go through options
- put the responsibility on the pupil to resolve the situation, pointing out consequences, offering choices and alternatives, if possible where s/he will not "lose face" and where they might even enjoy success or achievement
- make your language clear and understandable so that messages are not misinterpreted
- point out that they are in control of the situation – the element of choice in escalation or de-escalation is theirs
- possibly offer, "If I were you but its up to you", scenarios if the pupil is stuck
- use the word "we" when in discussion and explain that you can work things out together

4. Resolve Situation:

This is the point at which some restoration of "normality" occurs.

- check with the pupil that s/he understands what is expected of them
- you may need to use input from others, fresh faces and new ideas to the situation
- set appropriate, clear boundaries but be prepared to be flexible according to the situation at the time
- reinforce the point that it may have been easier to have resolved this with adult help earlier than have let it get this far
- give positive feedback for having resolved the situation so that this might be more of a preferred option next time

DON'T

- **DON'T** put pupil in position of no escape
- **DON'T** use destructive criticism
- **DON'T** use reminders of previous situations pupil might prefer to forget
- **DON'T** use personal details of a pupil in front of group
- **DON'T** make unrealistic threats or use provocative tone of voice
- **DON'T** lose your temper
- **DON'T** make insensitive remarks
- **DON'T** use "you will" statements
- **DON'T** get involved in "yes you did - no I didn't" arguments with the pupil
- **DON'T** openly disagree or argue with the other adults present
- **DON'T** use inappropriate language

Anger Management

Pupil aggression is the cause of many incidents of problematic behaviour. In society in general aggression is generally considered to be disruptive, often harmful and to be constrained. However, it is important to be aware that aggression which is generally a physiological response to a threat or perceived threat can be caused in a number of ways, not all of which are considered to be negative. For example, the aggressive defence of oneself during an attack or a parent's defence of offspring is generally regarded positively rather than negatively. Also, an aggressive approach to sport is often applauded. Therefore, whether or not aggression is appropriate needs to be judged within context.

Of the different kinds of aggression that have been identified the ones which most obviously relate to pupils and particularly to pupils with social, emotional and behavioural difficulties are:

- Fear induced aggression - a response to a threat or perceived threat, this can include academic work such as reading, or being put into an uncomfortable situation.
- Irritable aggression - caused by frustration or pain
- Inter-male aggression - often exacerbated where a population is predominantly male, and linked to territorial defence
- Territorial defence - this relates to aggression that can be evident when males invade each other's territory. Aggression of this type is often exaggerated at Elemore because of pupil's poor understanding of the concept of personal space.

Pupils with social, emotional and/or mental health difficulties often have a fragile self-esteem and are more likely to be sensitive to situations that are perceived to threaten this.

Consequently, they are often perceived as having a 'short fuse'. Such pupils also often have few strategies available to manage threatening situations in alternative ways. The potential for frustration induced aggression is also clear particularly in the classroom situation and where learning difficulties are also an issue. The potential for inter male/territorial aggression within a predominantly male setting is obvious, particularly given the often poor social skills of our pupils where personal space etc is not considered.

The signs, signals of aggressive behaviour are easily observable.

- **Facial Expressions**
 - eye contact refused
 - possible dilated pupils
 - unblinking eyes
 - eyebrows raised
 - chin pushed out
- **Voice**
 - unusually very loud or quiet
 - breathlessness
 - through clenched teeth
 - rapid speech
- **Movement**
 - forward movements with aggressive gestures can signal threat.
- **Gesture**
 - clenched fist
 - pointed finger
 - hands at face level
 - repetitive hand movements

Staff can inadvertently trigger aggression, and a conflict cycle established. This is likely to occur when staff understand the pupils' feelings but mirror their behaviour (yell back, use sarcasm, etc). Negative adult reactions inevitably escalate the conflict into a self-defeating power struggle. Such reactions usually occur when the member of staff is angry. Coping with ones own anger, staying calm, and not projecting negative signals to pupils in distress is facilitated by:

- Use the **"I"** expression. Starting sentences with **"I"** rather than **"you"** helps to prevent us from saying unhelpful remarks to the pupil. Giving the reason for our anger and identifying the underlying emotion will model how to express our anger appropriately.
- Letting off **"steam"** to a colleague and if necessary taking **"time-out"** from the situation. Trying to give one **"thinking time"**, **responding rather than reacting**.
- Admitting, accepting and if possible sharing that everyone has **"bad days"** and **"bad moods"**. **Positive modelling** of such feelings can help pupils.
- Being aware of the source of the anger. **Knowing ones triggers** helps avoid responding in anger to a pupil trying to provoke. It helps to be aware of what is going on and therefore enables one to better prepare to deal with it.
- Avoiding **exaggeration and over involvement**. Trying to stay objective and remembering that we are the **"adults-in charge"**.
- **Sticking to the issue**, the rule that has been broken or the inappropriate behaviour. Not making it personal or taking it personally. Not getting into an exchange of personal insults

- **Staying in control.** In order to help pupils control themselves and their emotions, one must first accept and then control ones feelings.

In a crisis situation, non-verbal and verbal de-escalation techniques should in themselves achieve a successful outcome 95% of the time and positive handling strategies may only be required 5% of the time.

MANAGING PUPILS' ANGER

Unmanaged anger often escalates into aggression. It is important that staff working with pupils prone to anger outbursts:

- **Remain calm**
 - the more you take it personally the worse it will get
 - avoid power struggles
 - leave pupils a way out
 - use the help script
- **Acknowledge pupils' feelings**
 - denying and/or trivialising a pupil's emotions can fuel anger
 - stick to the help script as much as possible
- **Use solution type questions**
 - remind pupils of how they have successfully coped with similar incidents
- **Use time out**
 - enable the pupil to withdraw and calm down
- **Divert attention**
 - use a task to distract a pupil into a different activity
- **Encourage active relaxation**
 - make sure that anger prone pupils have the opportunity to be trained in relaxation techniques.

At the height of an anger outburst it is often not possible or appropriate to verbally communicate with the pupil. Skilled staff can still play a dynamic role in enabling pupils to regain self-control. Staff should consider:

- **Posture**
 - keep hands and palms visible and unclenched
 - do not tower over a pupil, sit or at least bend down
- **Proximity**
 - keep your distance – remember personal space
 - be aware of personal safety/vulnerability
- **Eye contact**
 - excessive eye contact is challenging & confrontational
 - allow pupils to look away
- **Voice tone**
 - speak calmly but firmly, allow pupils time to answer
 - remember to use the 'help script' from team teach training

REPRIMANDS

Most pupil misbehaviour is either pre-empted or dealt with so quickly that a casual or unenlightened observer might easily fail to notice any action taken by staff. However, in any establishment seeking to create and maintain a secure, stable and caring environment for pupils, and particularly one where pupil self controls are often only emerging, clear limits need to be set.

Even in the most considered environments sometimes the behaviour of pupils is unacceptable. On such occasions it is vital that staff feel comfortable and confident in coping with challenging and difficult behaviour. Often a reprimand suffices, but sometimes staff will need to exert sanctions and occasionally controls. It is fundamental that the intervention is accomplished in such a manner that the respect for the individual pupil is not adulterated. It is the behaviour which is not acceptable not the pupil.

A reprimand embodies a warning aimed at stopping misbehaviour, preventing its recurrence and avoiding the need for further staff intervention. Reprimands are only effective in establishing a sound working and/or caring climate if they are used sparingly. Frequent use of verbal reprimand is likely to be regarded by pupils as nagging. Repeated use of reprimands for recurring behaviour without moving to sanctioning is ineffective. The effectiveness of reprimand used will depend on the context, but the following qualities increase the likelihood that a reprimand will be effective:

- Correct targeting - the pupil reprimanded should be the one who instigated or engaged in the misbehaviour;
- Criticism of the misbehaviour not the pupil - the reprimand should emphasise disapproval of the act, not the pupil. "Don't call names because it is unpleasant and hurtful." is better than, "You are stupid if you call people names";
- Firmness - a reprimand should be clear, firm and assertive avoiding any suggestion of pleading for co-operation;
- Mutual respect - the member of staff must treat the pupil with respect in order for his/her disapproval to matter;
- Consistency / positive emphasis - the reprimand should be applied consistently in all situations to all pupils;
- Additional cues - accompany the reprimand with appropriate non-verbal cues, such as eye contact, to increase the force of the exchange;
- Avoidance of idle threats - if a reprimand embodies an implied consequence it must be carried out.

If it cannot be carried out it should not be made

- A quiet word - quiet and private reprimands can often be more effective than loud, public interventions
- It is useful to use relationships to try to resolve a situation, eg. "You and I don't have a problem do we?"
- BUT, Do not collude with a pupil in order to overcome a situation in the short term, e.g. "I know that was a bit unfair but do it for me!" as this puts you into conflict with or undermines a colleague.

WHY ARE SANCTIONS AND CONTROLS NECESSARY?

The importance of feeling safe is a fundamental principle. If pupils do not feel safe and secure then the task of meeting their emotional, developmental and social needs can hardly be begun. All societies, groups and institutions require controls to regulate and order their activities for the benefit of the majority. Sanctions are found in every group,

including families. All pupils need to have limits set for what is acceptable behaviour and what is not. Without these they do not feel safe.

The principle reasons for sanctions and controls are therefore:

- To provide security for the group and to aid personal development;
- To protect the health and safety of others;
- To maintain a positive learning environment;
- To maintain an emotionally positive and supportive atmosphere throughout the school community.

SANCTIONS

When a reprimand is ineffective or the misbehaviour is of a more serious nature the use of sanctions may be both necessary and desirable. The appropriate use of sanctions can have an inhibiting effect on disrupting behaviour, provide pupils with clear parameters regarding that which is acceptable behaviour, enable pupils to acquire their own value boundaries and form a basis for relationships based upon the reciprocity of responsibility rather than power. The inappropriate use of sanctions will, however, either have no effect or actually encourage the pupil into misbehaviour. The use of sanctions needs to be a considered approach and should not disturb the positive ethos of Elemore Hall.

GUIDELINES FOR SANCTIONS

Staff should adhere to the following guidelines:

- All sanctions should be planned and their possible consequences thought through. Where appropriate should discuss the situation with a senior colleague;
- Sanctions should never be delivered in a fit of temper but rather in a calm manner;
- Sanctions should always be used in a consistent and predictable manner;
- The sanction should if appropriate 'fit the misdemeanour' - it should be designed to allow the pupil to make reparation for the harm they may have done. A pupil damaging a display, for example, could help to repair it;
- It is essential that sanctions be aimed at the misdemeanour, not at the pupil
e.g. "Darren throwing stones is dangerous – somebody could get badly hurt. If you do not stop etc."
NOT "Darren – you really are the worst behaved person I have"
- It should be explained to pupils that continuation of a particular behaviour will probably lead to a sanction, BUT ..
- Consideration should be given about when to tell the pupil that a sanction will definitely occur. It may be best, for example, to tell a pupil that they have a breaktime detention at breaktime rather than during the lesson, this may prevent disruption caused through pupil dissent, however where sanctions are used it should come as soon as possible after the behaviour it is intended to discourage and wherever possible should involve the member of staff giving the sanction.
- Any sanction given must be a sanction permitted by the school and agreed with the appropriate senior (as described below).
- All sanctions must be recorded in the sanctions book by the member of staff issuing the sanction.

PERMITTED SANCTIONS

Staff can only issue sanctions outlined in the following list and normally should be prepared to undertake any supervision themselves. Prior to the issuing of a sanction discussion and agreement must be sought from the appropriate senior (this would usually be the Duty Co-ordinator on duty and/or a member of Core Leadership Team depending on the sanction and as indicated below). Staff are encouraged to approach colleagues for support or advice, if required.

Sanctions requiring Duty Coordinator involvement:

- Spending part/whole break-time to discuss behaviour or to complete classwork;
- Spending up to 30 minutes of lunchtime to discuss behaviour or to complete class work;
- Reparation tasks of up to 30 minutes duration in response to vandalism;
- Undertake the completion of classwork or extra work in their own time at home or on the Living unit up to 30 minutes;
- Confiscation of possessions for safekeeping, which are interrupting the safe and secure learning environment, for a period of up to the end of the school day (the return of dangerous or illegal items should be negotiated with parents or carers).

Sanctions requiring the involvement of a member of Core Leadership Team:

- If absenting from class, without permission, for extended periods then it may be decided for a pupil for this time to be 'made up' to an equivalent maximum of 2 hours. This should take place at lunchtime or after school. If after school, resident pupils should use the time 4 – 6pm. Co-operation and support from parents or carers should be strived for and any detention should not adversely affect any 'family arrangement' unless parents are agreeable, however parental consent is not required and the decision to implement a detention rests solely with the school;
- being excluded from off-site activities during the extended/residential day for a period of up to 5 days, but with daily review;
- being excluded from chosen social rooms e.g. Basements for a period of up to 5 days, but with daily review;
- reporting to a specified member of the School Leadership Team at key times during the school day for a period of up to 5 days, but with daily review;
- School transport ban – this can be for either transport to and from school in a school vehicle, or visits out of school;
- detention after the school day has ended for a period not exceeding 1 or 2 hours. Only repeated over lateness, non-attendance at lessons, absenting, severe lesson disruption and persistent refusals to participate in lessons warrant detention.

n.b. the law states that a detention can be imposed without parental permission. Obviously it is school practice to involve parents as partners and we would seek their support and approval, this may even lead to a same day detention.

There will be occasions when pupils' behaviour has been consistently poor over an extended period. On occasions such as these discussions with parents/carers should be initiated. A member of Core Leadership Team will approve and co-ordinate this action, involving Teacher Tutor, Personal Tutor or other staff as appropriate.

There will be some occasions when pupils' behaviour has been either consistently poor over an extended period and a failure to respond to intervention, or is so extraordinary that fixed term exclusion is warranted. Only the Headteacher can approve exclusion.

The sanctions determined above should address the vast majority of situations. There maybe occasions, however, when a pupil's unpredictable behaviour is so dangerous, damaging or detrimental that intervention is necessary and physical controls can be avoided only with higher levels of supervision and support than is normal. This may involve a period of supervision away from the class group. Such an intervention must:

- be approved by two members of the School Leadership Team,
- be recorded in detail on a Major Incident Report,
- involve parents and/or carers and social workers being informed,
- ensure that one member of staff and an individual pupil are not isolated and potentially vulnerable
- recorded in the sanctions book
- be reviewed at a maximum of 30 minute intervals,
- not seek to humiliate the pupil, and
- remain within the philosophy of the school.

RESTRICTIONS ON SANCTIONS

When using sanctions staff should ensure that:

- Pupils should only be asked to complete assignments as a sanction and not asked to do extra 'maths' or extra 'writing' other than a sanction imposed as a result of deliberate lesson missing, as this promotes a negative image of school work, 'lines' and copying are not appropriate;
- Over lateness, non-attendance, absenting from lessons and illegitimate disruption to the learning process are the only behaviours warranting detention. This may take place at breaktime and involve completion of school work;
- School day sanctions longer than thirty minutes duration should be approved by a member of CLT;
- Social day sanctions longer than thirty minutes should be approved by the Senior on duty.

SANCTIONS THAT ARE NOT PERMITTED AT ELEMORE HALL

Pupils at Elemore Hall must never be:

- physically punished or threatened with physical punishment;
- deprived of food;
- deprived of normal physical, postal or telephone contact with parents/carers, siblings or any other adult with whom they have a significant relationship;
- denied the normal patterns of return home (unless on detention);
- deprived of meetings with other professionals;

- intentionally deprived of sleep;
- required to wear distinctive clothing;
- denied medication or access to medical treatment;
- isolation/seclusion without staff or other pupils present.

CRITICAL MISBEHAVIOUR

There are some behaviours that so severely inhibit the school's positive ethos and philosophy and totally disrupt the educational, caring and therapeutic process that on the comparatively rare occasions they occur a consistent response, albeit of retribution, and deterrence is needed.

These behaviours are:

- controlled violence to another pupil and or adults;
- deliberate damage to the building, its equipment or others possessions;
- unprovoked or premeditated bullying;
- leaving the premises without permission;
- deliberate high level disruption of the school/learning environment;
- repeated limit/rule breaking.

Any intended increase in the severity or length of a sanction must be approved by a member of the Core Leadership Team, or in their absence at least two members of SLT together as a temporary measure.

All sanctions must be recorded in the Sanctions Book and where appropriate a Major Incident Report or Minor Negative Behaviour Record completed. Sanctions should also be recorded in the Notes section of Sleuth.

EXCLUSION

In maintaining a safe learning environment for all, and in positively intervening in managing pupil behaviour, the use of exclusion is usually a higher tariff strategy and sanction. In essence the school regards any use of exclusions as the ultimate signal to the pupil, parents and peers that behaviour has reached such an extreme point that it has become necessary to draw attention to this in a high profile way.

Exclusion is the last resort in terms of exercising control of pupil behaviour. An exclusion from Elemore Hall usually signals a far more extreme situation than those from mainstream schools because:

- the school's pupils have an Educational Health Care Plans (EHCP) describing their social, emotional and mental health difficulties;
- the school's environment is one of flexibility, understanding and tolerance;
- persuasion rather than confrontation is regarded at the school as most likely to promote permanent self-change in pupils ; and
- the schools relationship and dialogue with parents/cares and pupils is such that extremes of pupils behaviour will have already been explored.

Exclusion, however, whilst not the schools preferred route remains an option.

Only the Headteacher can exclude pupils.

In contrast therefore to a mainstream school exclusion where perhaps the exclusion is in itself a trigger for dialogue, an exclusion from Elemore Hall School represents a state of

confrontation and challenge by the pupil that overrides all discussion and dialogue that has taken place and where the pupil continues to react in extreme ways despite any form of discussion and intervention.

The decision to exclude a pupil will usually only be taken:

- in response to serious breaches of the school's discipline and behaviour policy;
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school.

It is not a preferred route for the school but it has to be emphasised, is an option that may have to be taken.

FIXED TERM EXCLUSIONS

Fixed term exclusions allow:

- cycles of extreme behaviour to be broken;
- the severity of concern to be signalled;
- an opportunity for dialogue in the 'Elemore Partnership' – School, Parent, pupil;
- the construction and establishment of alternative strategies;
- a signal to be given to pupils that their return to school is welcome;
- The pupil is reminded of expectations of appropriate responses.

A pupil can be excluded for a fixed term from ½ day up to 45 days per academic year and on as many occasions as arise until 45 days has been reached. However for pupils excluded for a continuous period of over 5 days full time education must be provided. For all fixed term exclusions the school informs parents/carers, the Chair of the school's Discipline Committee and the LA Pupil Casework Officer. Additionally for all those over five days the school informs the Clerk of the Discipline Committee. The Authority's Social Services Department will be informed where appropriate.

PERMANENT EXCLUSION

The school does not consider the permanent exclusion of pupils as an appropriate avenue for it to use, in all but the most exceptional circumstances. It considers the statutory review and re-assessment mechanisms as more appropriate to identifying need, and has confidence in the quality of its relationships with parents, other professionals, and the LA to support the school when its resources and practice have been totally explored and proved inadequate. However, this may need to be considered in relation to the welfare, health and safety of the Elemore Hall School community.

In all cases of exclusion the Authority's pamphlet "Fixed Exclusions - Guidelines for Parents and carers" detailing procedures, chronology and making representations will be sent to parents/carers.

The Headteacher will report termly on exclusions to the Governing Body.

FRESH START

Where it becomes evident that placement at Elemore Hall is not working for a particular pupil, then consideration may be given to the pupil transferring to one of Durham LA's other SEMH schools – this is a mutual arrangement and is known as 'Fresh Start'. A 'Fresh Start' can only be arranged by the Headteacher in consultation with the other relevant Headteachers and the LA and requires support from the pupil and their

parent/carers. 'Fresh Start' will normally be used to positively intervene to prevent a placement deteriorating to a point where permanent exclusion remains the only option. It may also be used when a placement appears to have irretrievably broken down.

RESTRICTIVE PHYSICAL INTERVENTION

On occasions when de-escalation and conflict resolution techniques have failed, the use of Restrictive Physical Intervention (RPI) may be required to safely and appropriately manage a situation. The concept of RPI involves ensuring that pupils with a high level of personal stress, a dangerous lack of self control, and a serious desire to challenge and threaten, are diverted from harming themselves or others, seriously damaging property, disruptive behaviour prejudicial to the safe and secure learning environment of the school, or are protected from the likelihood of them doing so. When no one is in control the desire to challenge and threaten often escalates. A proactive, orderly, caring and learning environment is impossible to achieve and sustain when pupils and adults believe they are not safe.

Restrictive Physical Intervention (RPI) includes the use of physical presence, restriction of access, restriction of exit, physical diversion, increased staffing, high level supervision, physical controls or 'restraint' and the necessary prevention from leaving the premises without permission so that dangerous and/or violent behaviour is controlled and prevented from spreading to others.

RPI must only be used when a pupil:

- is injuring themselves or others;
- is bullying other pupils;
- is damaging property;
- where a pupil is in potential danger of injuring themselves, others or damaging property;
- is causing disruption to the learning or social environment;
- there is a high probability of a pupil carrying out the above.

It is each member of staff's responsibility to make an assessment of the particular circumstances. Staff will need to decide if control is appropriate, and if it is, at what level. It is not considered appropriate at Elemore Hall to adopt a blanket approach to the use of Restrictive Physical Intervention exercised by staff simply because the pupils have severe emotional and behavioural difficulties. Staff will need to take the following factors into consideration:

- the behaviour of the pupil;
- the known intention of the pupil;
- his/her known wishes feelings and emotional state;
- the pupil's personal history;
- the influence of other pupils, family and friends;
- any future events that may be causing the pupil anxiety;
- knowledge of the pupil;
- how long the pupil has been attending Elemore Hall School;
- the time of day;
- the antecedents to the situation.

In considering these factors particular attention needs to be given to the age, understanding and maturity of the pupil. As a pupil gradually matures s/he becomes more

able to make considered decisions. However, competency is not only determined by age and maturity. The possible consequences of behaviour should be a significant factor in decision making.

A decision which involves an assessment of the risk of potential harm must not be left to a pupil to make alone and will either be a matter for negotiation, or solely the responsibility of the member of staff. The more danger that can be foreseen in a particular situation, the less likely it will be that the pupil is competent to make a decision

Where a pupil is proposing to do something where there is clear potential for him/her injuring himself, others or seriously damaging property then staff can properly affect Restrictive Physical Intervention to prevent him/her from doing so.

DIALOGUE OR PERSUASION AND DISSUASION

It is essential that wherever possible the use of RPI particularly physical controls, should be avoided in favour of lower level de-escalation through verbal persuasion and dissuasion.

Persuasion or dissuasion is where staff focus the discussions with pupils with the aim of persuading them towards or dissuading them from an intended course of action. It is in effect focused guidance. Only when dialogue is clearly not producing a satisfactory resolution and a situation continues to be unsafe or to deteriorate then staff should consider the use of RPI.

PHYSICAL PRESENCE

Staff member's physical presence is often all that is necessary to communicate authority and to re-establish safety and security. Presence by implication of one's authority, may restrict pupil's movement for a brief period but is limited to:

- standing close by, or in front of a pupil;
- standing momentarily or temporarily in the way of a pupil.

Presence should become neither oppressive nor of excessive duration. Presence is likely to be most effective if complemented by a range of non-verbal communication signals and Persuasion or Dissuasion. Physical presence must be:

- considered appropriate in the context of a particular situation or incident;
- used only in the context of engaging the pupil in discussion about the significance, relevance and consequences of his behaviour;
- ended if it is met with resistance, when a decision will need to be made whether or not another form of intervention is appropriate.

RESTRICTION OF ACCESS/EXIT

In the ordinary course of maintaining a supportive and stable educational and group living experience adults limit pupil's liberty by requiring them to do things that they may prefer not to do, including restricting them within a building. However, if the pupil complies with the reasonable request, for example not to go and play on the schoolyard because it is icy, restriction of liberty is not an issue.

There may be occasions however when a youngster has lost self control, and is intent on serious self damage, inflicting injury upon others, or damage to property, or is considered potentially likely to do so, that it would be appropriate to prevent access to dangerous environments by locking doors to them. At Elemore Hall there are specialist rooms and

facilities which fall into this category such as specialist workshops, kitchens etc. Restricting access under such circumstances is considered appropriate staff action.

Occasionally in respect of the types of behaviour described previously, it may be necessary to prevent a distressed pupil from leaving a room by blocking the doorway by Physical Presence. This type of control is appropriate and permissible provided that:

- the duration of the intervention is only brief and the pupil is engaged in conversation aimed at de-escalating the crisis;
- the action is a response to a particular situation and not regular practice;
- if the pupil physically resists a considered decision is made in respect of justification for , and use of, and alternative forms of intervention.

PHYSICAL DIVERSION

As part of a range of RPI's, physical diversion differs from physical controls or 'restraint' in the degree of force used. Physical diversion may be, for example, holding a hand, placing a hand on the forearm, or putting an arm round a shoulder. Physical diversion is a means of deflecting a pupil from destructive and/or disruptive behaviour. It involves little force but serves to reinforce staff attempts to reason. It is persuasive rather than coercive. It is important that:

- it should guide, comfort and reassure;
- if possible the intervening member of staff should already have an established relationship with the pupil;
- physical diversion should not arouse sexual expectations or feelings (if it does holding should cease);
- it should be ended if it is met with resistance, when a decision will need to be made whether or not another form of intervention is appropriate.

INCREASED STAFFING LEVELS

Whilst not a true RPI, the temporary physical presence of increased staffing levels when a particular class or living unit are experiencing severe difficulties in functioning because of the behaviour of a particular pupil or number of pupils may be a means of managing the situation. A temporary increase of staffing is particularly useful because it does not label individual pupils.

The deployment of staff to provide Increased Staffing Levels is determined by the Deputy Head and Duty Co-ordinators during the school day and by the Duty Co-ordinator during the evening

TIME OUT

If a pupil is unsettled and it is felt that they would benefit from being away from a situation, for example a classroom, then they might take time out. Time out can either be requested by the pupil or directed by staff. The objective should be to give a pupil the opportunity to regain their composure without the pressure associated with being in a formal location or being near staff or other pupils. Time out is an important tool in encouraging and supporting pupils to manage their own behaviour. Staff must be conscious of the fact that some pupils might ask for time out as a way of getting out of a lesson without real reason. Where possible pupils who ask for time out might have a prior arrangement that might form part of their IEP.

HIGH LEVEL SUPERVISION

High level supervision is where a pupil may require the provision of higher levels of staffing supervision and support to enable them to overcome temporary difficulties that are preventing them from successfully engaging in the normal classroom/activity. It should:

- be used positively and constructively. It should be aimed at actively engaging the pupil, promoting his safety, welfare and emotional stability, and returning the pupil to a less extraordinary means of management;
- not exceed in duration a morning or afternoon school session, or an evening social session. The length of time involved should be reviewed a minimum of every 15 minutes;
- have had the approval of two members of the School Leadership Team or 2 Duty Co-ordinators.

The use of high level supervision must be recorded in the Duty Co-ordinators log and on a Major Incident Report.

PHYSICAL CONTROL

Physical Control is the positive use of minimum force to divert a pupil from harming himself or others, seriously damaging property, disrupting the safety and security of the school's learning environment, or to protect a pupil from the likelihood of him doing so.

Physical controls at Elemore must only be used:

- **where a pupil is harming him/herself, others or damaging property;**
- **where a pupil is in potential danger of harming him/herself, others or damaging property;**
- **to interrupt disruptive behaviour prejudicial to the safe and secure learning environment of the school;**

and as a means of preventing a pupil leaving if:

- **the pupil is so acutely and seriously troubled that it is clear s/he is in immediate danger of inflicting serious self-harm, serious harm to others, or seriously damaging property;**
- **the pupil is young and lesser interventions have either not been understood or successful and the pupil would on absconding be potentially in physical or moral danger;**
- **the pupil is older but socially immature and vulnerable and consequently potentially at physical and moral risk;**
- **its use is intended to return a pupil to a less dangerous situation;**
- **the pupil is very likely to interrupt the safe and secure learning environment of the school; or**
- **it is described as a course of permitted action in the pupil's behaviour support plan.**

The use of physical controls is not a substitute for using alternative strategies.

Normally lesser forms of intervention should have been used first and de-escalation techniques exhausted. The onus is upon the member of staff to decide when this position has been reached.

However it is school policy that Physical Control is used only:

- rarely;
- when there is NO OTHER WAY, and
- where any other course of action would be likely to fail.

Physical Control must not be used to:

- punish;
- gain pupil compliance with staff instruction, (unless the instruction is to cease from a course of behaviour leading to injury, damage or serious disruption),
- cause or threaten hurt, and
- oppress, threaten, intimidate and bully.

There are occasions when to safeguard a pupil's dignity or safety it would be in his interests to be moved to a less public place or safer environment. This may also be the case in establishing or maintaining a safe and settled learning environment or to prevent/lessen disruption to the environment. However, the movement of non co-operative pupils can be problematic, and needs careful consideration. Staff will need to assess the necessity of such an action and weigh it against the potential risks involved and take into consideration all potential dangers. When pupils co-operate with movement it is usually indicative of their desire to regain self control.

Staff using Physical Control must always adhere to the following principles:

- follow the 'Team Teach' training and use the 'help scripts' and recognised protocols for following these eg 'I am here to help – can you help by...', 'more help is available' etc;
- de-escalation and conflict resolution techniques must have been exhausted;
- always warn the pupil quietly but clearly and firmly that you are likely to take physical action BEFORE taking action;
- NEVER act out of temper. If you are losing your control, the professional approach is to call another member of staff to replace your involvement at this time;
- the physical control techniques used should provide a gradual, graded system of response commensurate with the situation, task and individual involved. Consideration should be made to any risk involved in particular situations. Techniques used should allow for phasing up and down as dictated by the circumstances at the time;
- whenever possible, more than one member of staff should be involved. This engenders teamwork, requires less effort and is therefore likely to minimise the possibility of damage or injury. It also prevents particular staff becoming associated with physical methods of control;
- where a member of staff is involved in controlling a pupil of the opposite sex, a member of staff of the same sex as the pupil should be present from the earliest possible moment;

- the least intrusive method of control should be employed;
- in every case, no more force should be used, nor more time taken up, than is necessary to effectively resolve the situation;
- the pupil should repeatedly be offered the opportunity of exercising his own self control and physical management should cease as SOON AS POSSIBLE. The skilled use of non-verbal, para-verbal and verbal strategies aid de-escalation;
- whilst it may be necessary for staff to be given support in physically controlling pupils, staff should be aware that creating an audience for pupils often escalates the situation;
- as soon as possible after the incident the pupil should be given the opportunity to talk through the incident;
- all such incidents must be recorded fully on a Major Incident Report form and appropriate bound books. The report should consider the circumstances and justification for using physical controls;
- involved staff should be afforded supportive discussion as soon as possible; and
- restorative justice intervention approach may be an option to aid reaching an amicable solution.

PROCEDURE FOR PHYSICAL CONTROLS

Only staff who have undertaken the school based training programme in Team Teach methods of physical controls and have valid written confirmation of their approval to do so from the Headteacher and the Team Teach Instructor are permitted to physically control pupils. Only those techniques of the 'Team-Teach' approach can be employed (see the Team Teach Instruction Manual or ask a Team Teach Instructor for clarification).

The following procedure for physical control must always be followed:

- Try to give the pupil clear warning, i.e.. "Look you're giving me no option...". Still try to offer an alternative escape route from the situation by encouraging the pupil to calm down and talk things through - this offer must stand all the way through the incident and should be repeated to the pupil;
- the vast majority of crisis situations can be resolved through appropriately calm, controlled, dignified and skilled intervention;
- once physical intervention is necessary then it is important that it happens quickly, smoothly, confidently and successfully providing the maximum amount of care, control and therapeutic support.

The choices are:

- controlling the pupil in a standing position, or
- a seated position, or
- escorting the pupil to a safer/more appropriate location.

It is only possible to decide which of these options to take as one's experience, expertise and knowledge of the individual pupil grows although inevitably they represent a graded increase in the extent of control used.

If a pupil takes themselves to the floor, then, if safe to do so staff should release holds either completely or until the pupil is standing or sitting.

During the whole of the incident there is a need to remember the duty of care for both pupil and staff.

The Team Teach instruction is comprehensive and staff who are unsure about approaches, de-escalation, protocols, techniques or holds should seek clarification from one of the instructors. The following is a brief outline of some of the main principles;

- Staff should always be aware of their own safety, only in exceptional circumstances should staff use physical controls without another member of staff being present to support;
- remember to use the help script protocols for pupils and staff;
- it is always easier if one staff member takes the lead and directs events;
- with two people present take/cover an arm each. Be aware of kicks, knees, headbutts, bites, etc;
- take hold at the lower forearm but avoid the wrist;
- if sitting it is preferable to use a settee or lounge chairs together. In an upright chair in the seatbelt position;
- the situation should now be in control - concentrate on this first and counselling second. Use the help script;
- it is not unusual to meet a continuous stream of abuse, obscenities, etc. Ignore these and let them run their course. Try to be calm and talk deliberately and in a conciliatory tone. If not successful use the help script;
- offer positive feedback as soon as possible 'good – that's better';
- with a particularly reticent pupil it may be possible to break through by talking to other involved colleagues, about the pupil, or about anything (distraction);
 - e.g. "and you know Gary's had an excellent week so far..."
 - or "you know I would have thought Danny would have been able to get himself out of this situation, he's normally quite sensible".
 - or "did you see the match last night?"
- once things begin to calm it can be coupled with significant decreases in the grades of control, but this must be on staff terms and not when demanded by the pupil. If he asks sensibly and calmly to be released staff must adhere to the request but exercise caution;
- the overall aim is to gradually go back and discuss what provoked the whole episode, getting the pupil to examine the problem and its consequences. Staff should want the pupil to realise that there was a more acceptable and appropriate way of dealing with the situation. The extent of force used should be no more than is necessary to control the situation;
- the pupil should be asked if they are injured and/or if they need medical treatment;
- the event should be discussed with all involved staff so that feedback is given and the potential for improved approach, teamwork and skills is achieved;
- a Major Incident Report must be written in liaison with involved colleagues and the pupil given the opportunity to record his or her feelings and opinions.

Reporting

Any use of physical control must be reported as soon as possible to the Duty Co-ordinator. It must be reported also at the next handover, a Major Incident Report form completed and recorded in the MIR logbook and all other relevant bound books. Any physical controls used need to be recorded in the relevant book. The completed MIR should be placed in the appropriate tray in the Duty Co-ordinators Office before the member of staff goes off shift, once monitored the MIR will be passed onto the Headteacher, and, where physical controls have been used, the Senior Team Teach Instructor.

If physical control is judged by the Headteacher to have been used with a pupil too frequently a Case Discussion may be called. This meeting should, whenever possible, involve the pupil, parents, member of CLT, Headteacher and any other involved parties.

The aim of the minuted meeting is to plan strategies to:

- safeguard and promote the pupil's welfare;
- meet appropriately the pupil's needs;
- manage his behaviour; and
- minimise the need for external controls.

The meeting must also consider:

- the wishes and feelings of the pupil and his parents;
- the appropriateness of Elemore as a placement for the pupil;
- the circumstances under which future meetings should be convened with the same. Agenda; and
- the need to establish an Individual Behaviour Plan, or amend an existing one.

Additionally information regarding physical controls used with pupils will be frequently discussed amongst staff, this information will be used to positively inform practice and intervention strategies, it may also be used as the focus for an individual plan for a pupil focussing on physical controls.

MONITORING

The Headteacher should monitor the use of RPI, particularly physical controls by examining:

- the frequency of their use;
- the justification for their use;
- their nature;
- their users; and
- the views of pupils concerning them.

S/he must ensure that:

- the need to use RPI's are minimised;
- RPI's are used only in the appropriate circumstances; and

- only the appropriate degree of RPI's are used in particular situations.

S/he must also:

- report on the use of RPI's to the School's Governing Body;
- take appropriate action over issues of concern of either a general or specific nature; and
- make available on request the Major Incident Files to the Authority's officers.

It is the responsibility of the SLT and Duty Co-ordinators or Team Teach Instructors to bring to the attention of the Headteacher at an early stage any concerns about the frequency or nature of RPI used with particular pupils and hopefully before a crisis point is reached.

It is the responsibility of a Personal Tutor or Teacher Tutor to alert a member of CLT to any concerns they may have with regard to any individual pupils in their care where frequent use of RPI is evident.

Any member of the staff team should approach any senior member of staff if they have concerns about the frequency of use of RPI with any pupil in the school.

6. REPORTING AND RECORDING

SLEUTH

All negative behaviours should be recorded on SLEUTH. This is the only formal recording system in use in the school as of 1st January 2018. This system not only provides a common framework for the recording of Major and Minor negative incidents, positive incidents and other information, it also allows staff to interrogate the data to inform reports, planning for pupils, interventions, reviews of EHCPs and support required, indications of improvements or deterioration in presenting behaviour.

The Sleuth system is only as good as the information that is entered. It is the responsibility of every member of staff to ensure that they record accurately and comprehensively and that they follow the systems and structures in place. Particularly with MIRs involving physical controls, but in reality for all entries, they should be inputted on the day that the event takes place.

All staff are encouraged to explore the SLEUTH system to see how they can best use it to the advantage of their personal tutees or tutor group in particular by developing a better understanding of their behaviour in school and contact with home and other agencies. Ideally the staff team should all become better informed.

In the event of the SLEUTH system being down for any reason then an alternative method for recording events will be made available that staff should use. As soon as the system is functioning again, admin staff will enter all the relevant information into SLEUTH to maintain accurate records and data.

Major Incident Report Forms and minor negative behaviour recording

Major or Minor Negative Incidents must be recorded on SLEUTH. The system is clear to use however there is separate guidance on this to ensure that staff follow the correct procedures. When writing up an incident the member of staff will be presented with a choice box of “Minor Negative Behaviour”, “MIR – without Physical Controls”, “MIR – with physical controls”. If physical controls have not been used the member of staff needs to decide if the behaviour is Major or Minor and then fill in the appropriate sections. Incidentally, the first comments box is common for all records and is where the antecedents and behaviour should be recorded. In the case of a minor negative staff may also record how it was concluded/resolved in this box. Only when the “Action” tab is clicked is it possible to open up the MIR form.

It is the responsibility of staff involved in an incident to complete an MIR before they go off shift. The MIR is comprehensive and staff should ensure that they complete all the relevant sections thoroughly and accurately, checking details with colleagues if necessary. Errors and inaccuracies can be amended once completed but any edits will be recorded on the SLEUTH system so it is vitally important to get it right first time. The writing of MIRs forms part of the induction process for all new staff and staff are encouraged to write their first MIRs with experienced colleagues in support.

The TeamTeach instructors have monitoring oversight of all MIRs, particularly those involving physical controls, where patterns emerge of key strategies to use are identified the Team Teach instructors will use these to formulate plans for the better management of a pupil.

The Headteacher has monitoring oversight of all MIRs and from this is able to identify trends and patterns and use this information to affect change where possible.

The definition of a ‘Major Incident’ is imprecise. Certainly any incident where RPI has been used will require an MIR, however other incidents are reported largely according to staff judgement. If in doubt, staff should check with a member of SLT or the Duty Co-ordinator.

After writing an MIR staff should preview it, make any necessary amendments then print of a copy, save it, sign it and submit it to the tray in the Duty Co-ordinators Office. The member of staff should then complete the MIR diary and ensure that they have completed all relevant sections in the bound books and any necessary communication.

Minor Negative Behaviour Records do not need to be printed.

Letters Home

School maintains good telephone contact with the majority of parents/carers, however there are times when behaviour may become a concern and it is appropriate to formally notify parents/carers in writing. Such occasions would include property damage, regular absenting, and increasing violence. The letters serve a dual purpose of notifying parents and eliciting their support.

Police Involvement

The school actively seeks to develop positive links with the local Community Police Officers in an attempt to generate a positive view of the Police Service from the pupils. Unfortunately it is sometimes necessary to involve the Police following a serious incident in the school. The decision to involve the Police will never be taken lightly. On extremely

rare occasions it may be necessary to make an emergency call to summon urgent assistance, wherever possible this decision would ordinarily be taken by at least two members of CLT including the Headteacher although it is appreciated that a situation may make it necessary to bypass this protocol.

In other cases for example following vandalism the Headteacher will decide on whether to involve the Police. In cases of assaults on pupils, parents will be informed and the decision to take further action will be theirs. In cases of assault on staff, the individual member of staff must involve the Police if they choose to do so. Staff are urged to discuss this with the Headteacher or other members of the CLT first so that school can be appropriately supportive.

7. PRACTICE - SAFEGUARDING

The welfare of each pupil is a major priority of the school. All staff have a dynamic role in securing that priority. The active involvement of all in establishing and maintaining the school as a welcoming, telling, listening, supporting environment is vital. All Elemore pupils are vulnerable, all are potential victims, and all need protection.

There are separate, comprehensive Policy documents on each of the following areas, this section merely gives a brief outline.

SAFEGUARDING

Safeguarding and child protection is a multi-agency responsibility in which the welfare and protection of the child must be everyone's highest responsibility. The school has adopted the Local Authority Safeguarding Policy. It should be emphasised, however, that none of these documents are absolute and that staff should remember that children who are the victims of abuse and emotional deprivation; and possible signs of sexual abuse are similar to the behavioural characteristics of pupils with emotional and behavioural difficulties.

The need to occasionally use a range of controls on pupils who are without their own controls and are at risk of spiralling into overly disruptive, damaging or dangerous behaviours is potentially abusive if not well considered and managed.

Although the school has 3 members of staff responsible for leading safeguarding procedures, all staff have a vital role in safeguarding matters. These include:

- being alert to the signs of abuse;
- listening carefully to disclosures and reporting them straight away;
- reporting concerns about colleagues management of pupils;
- reporting concerns about visitors to school in respect of child protection matters;
- assisting in identifying anything that stops Elemore being a safe school;
- developing and maintaining high order listening skills;
- having an awareness of how gender, ethnicity, and disability may affect disclosure and factors which affect adults receptiveness;
- using curricular and extra-curricular opportunities to increase pupils' ability to protect themselves;
- having an acute awareness of their own vulnerability to allegation, and
- behaving at all times in a manner which makes Elemore a welcoming school and helping to identify factors which may prevent it being considered one.

PROCEDURES

All referrals should be made to one of the staff responsible for safeguarding procedures Richard Royle (Headteacher), Michael Hunter (Deputy Head), Hilary Johnson-Browne (Bursar). If the concern is regarding a member of staff then this should be reported directly to the Headteacher.

If you have any reason to believe that a pupil is being abused:

1. tell one of the staff responsible for safeguarding procedures immediately;
2. write down the facts as you know them on a safeguarding record form and give it to the person you initially informed.

If a pupil tells you he/she is being abused:

1. allow him / her to speak without interruption, and
 - be accessible and receptive
 - listen carefully
 - take it seriously
 - reassure that it is right to tell, and
 - don't promise confidentiality – explain that you may need to talk to someone else
2. tell one of the staff responsible for safeguarding procedures straight away
3. write down the facts as you know them including the account told to you by the pupil on a safeguarding record form and give it to one of the school's safeguarding co-ordinators

If you receive an allegation about another adult or yourself:

1. tell one of the school's safeguarding procedures co-ordinators straight away;
2. write down the facts as you know them on a safeguarding record form and give it to one of the school's safeguarding procedures co-ordinators.

If you see behaviour by another adult that you consider abusive:

1. tell one of the school's safeguarding procedures co-ordinators straight away;
2. write down the facts as you know them on a safeguarding record form and give it to one of the school's safeguarding procedures co-ordinator.

You must refer. You must NOT investigate.

PHYSICAL CONTACT

Staff are vulnerable to misplaced allegations as a consequence of their close professional relationships with pupils.

Confidential meetings with individual pupils need to take place however, the meeting should take place in a room with visual access by others, or the door should be left open or a frequently visited room/area should be used.

If this is not appropriate another adult should have knowledge of the meeting taking place, should be present or should be nearby.

Staff should be aware that that any physical contact with a pupil may be misconstrued by the pupil, colleague or other observer. Staff support of emotionally distressed or physically injured pupils inevitably involves some physical contact. Contact should be the minimum necessary to comfort and reassure the pupil.

Physical contact with pupils also occurs within normal teaching and in practical work when demonstrating or showing a pupil how to use apparatus correctly. Staff should in the first instance ensure their intentions are not misunderstood, and in the second seek pupil confirmation that they are happy with the contact.

If staff believe their actions may have been misunderstood they should use the schools recording systems to report it.

PUPILS WHO ARE IMPROPERLY ABSENT

There is a school policy detailing this area however, a brief summary is given below.

Pupils occasionally leave the school buildings or the school site, but return within a reasonable period.

When pupils have left a classroom or activity without permission and absented themselves into the school grounds or absconded the Duty Co-ordinator should be informed immediately.

PREVENTION OF ABSCONDING

When a pupil is intent on leaving the building and site without permission staff have to consider whether or not controls should be exercised. If they consider that control criteria are met staff should seek to prevent absconding by persuasion and dissuasion. Any increase in the degree of control needed to, for example, physical presence, restricting access or exit, and physical diversion needs careful consideration.

Physical controls should only be used as a means of preventing absconding if all other means have failed and the potential dangers of absconding are so severe as to make impracticable the use of alternative strategies. Such situations might include when:

- the pupil is so acutely and seriously troubled that it is clear he or she is in immediate danger of inflicting self-harm, harming others, or damaging property;
- the pupil is young and lesser interventions have either not been understood or successful and the pupil would on absconding be potentially in physical or moral danger;
- the pupil is older but socially immature and vulnerable and consequently potentially at physical and moral risk; or
- its use is intended to return a youngster to a less dangerous situation.

The use of controls is not a substitute for using alternative strategies to thwart absconding.

Under no circumstances should individual members of staff follow pupil(s) into areas of the school grounds that are not openly visible, nor should staff pursue or chase pupils – unless it is thought that the pupil is going to place themselves in immediate and significant danger of harm.

BULLYING

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' and emotional abuse highlights the impact of online bullying. Where this is the case, the school staff should report their concerns to the Education Safeguards Team. Even where safeguarding is not considered to be an issue, schools

may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour or communications both on and offline could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feels that an offence may have been committed they should seek assistance from the police

There is a separate school Anti-Bullying Policy. The prevention of bullying is everyone's responsibility.

Few young people leave school without having being exposed to bullying. Many will have been bullied at some time, or will at least have seen someone else being picked on. Some will have bullied others, although only a small percentage do so persistently. A significant minority, however, will have experienced regular and routine victimisation.

Bullying generally takes place out of sight of adults, and teachers and other professionals can underestimate the misery and distress it causes. Victims are often reluctant to speak out for the fear of reprisals, the unwillingness to break a moral code that 'you should not tell', and the fear that nothing will be done to stop it.

Research would indicate that Elemore as a school is more likely to have a higher proportion of both victims and bullies than ordinary schools. The most common characteristics of the typical victim of bullying are those of cautiousness, sensitivity, anxiety and insecurity. Their self-esteem is low, and they feel as negatively about themselves as others do and frequently describe themselves as stupid, or ugly. They are generally lonely and unable to maintain friendships. A smaller group of victims can be described as provocative. They have both anxious and aggressive reaction patterns. They may have poor attention control and act in a manner that they irritate or annoy other pupils. Their over activity and disruptiveness causes them to be disliked. A distinct characteristic of bullies is their aggression towards their peers. All bullies are aggressive whatever form their aggression might take. Their aggression is also frequently directed towards adults. Other characteristics of bullies include a lack of empathy towards their victims and an overwhelming desire to dominate them, impulsivity, underachievement, a likelihood of displaying other forms of anti-social behaviour, greater physical strength than the norm for their age, and a positive attitude towards violence. All these characteristics of both the victims and the perpetrators of bullying are features of those characteristics of pupils within the SEMH continuum.

Bullying is variously defined. However, most definitions highlight that it is:

- deliberately hurtful behaviour causing either physical pain or emotional distress;
- repeated frequently; and
- difficult for victims to defend themselves.

It is particularly important to recognise that bullying is not restricted to overt physical aggression, and that indirect persecution can be just as hurtful. Bullying takes many forms but the main types that we are concerned with are:

- physical - hitting, kicking, spitting and taking or hiding belongings;
- verbal - name calling, invective, racist remarks;
- psychological - spreading nasty stories about someone or their families, excluding someone from social groups;
- cyberbullying and sexting
- hazing.

There are significant differences between the bullying behaviour of boys and girls. Verbal bullying is a common practice of all bullies, but boys are much more likely also to use physical aggression. The most significant difference between boy and girl victims is the reluctance of boys to either own being victimised or to seek help.

The stereotypical view of bullying is that it is a school-based problem. School staff are often portrayed as failing to protect victims or take the concerns of parents seriously. There exists, however, a wealth of evidence to suggest that bullying has its origins not in schools but within communities, and that it is imported into schools. Aggressive parental models, combined with criticism and physical punishment are the means by which aggressive personalities are formed. Bullying is the inevitable consequence. That is not to say, however, that schools do not have a dynamic role in protecting pupils from bullying and preventing incidences of bullying occurring. The culture and ethos of any school is a crucial factor in determining levels of bullying. Research clearly indicates that where school staff openly express their disapproval of bullying and act promptly to deal with it less bullying occurs.

At Elemore where the emotional and behavioural problems of the pupils would suggest that the school is likely to have a higher than average number of potential victims and persecutors; there exists clear evidence from either the assessment process or exclusion documentation that a significant number of the school's pupils have experienced either being systematically bullied or have been bullies in their previous school environments.

The maintenance of the school's culture in which care, commitment, and respect for the individual are, as evidenced in the School's Vision and Values, is vital. Within such a culture intimidation and violence are reduced to a minimum, but all staff need to be vigilant in respect of identifying bullying occurrences, and all staff have a role in its prevention and protecting pupils at risk.

The most effective preventative measure that can be employed is for all staff members to establish clearly that bullying in school, on school transport, or on excursions will not be tolerated, and indeed will be dealt with firmly. However, there are a number of features of staff behaviour which if adopted are likely to significantly reduce incidents of bullying. Staff should:

- ensure punctuality;
- play an active role in the supervision of pupils during out of class time;
- ensure that pupils use the correct entrance/exit;
- release pupils from groups in an orderly manner;
- check potentially high risk areas like toilets periodically;
- use the established systems of communication to detail incidents of bullying;
- consider seating arrangements in class, the dining room, or minibus to decrease the likelihood of incidents of bullying occurring;
- challenge pupils who are in the wrong place;
- listen to pupils requesting changes of group;
- use tutorials, personal tutorials etc. to discuss bullying;
- intervene before low-key verbal abuse of physical intimidation escalates;
- confront bullies or suspected bullies in a manner that allows them not to regard it as a negative experience, but one where they clearly understand why they are being spoken to and what aspects of their behaviour needs to improve; and
- confront victims to examine why the incident occurred, confirm the appropriateness of informing staff, and establish ways to avoid a repetition.

Any pupil can be at risk from bullies. Staff have an important role in warning them and advising them how to cope. Pupils vulnerable to being bullied should be advised to:

- avoid being alone, especially in isolated rooms;
- stay within sight of adults wherever possible;
- try not to show any temper reaction that may entertain;
- leave any expensive items at home;
- not brag about possessions or money;
- make an excuse not to lend someone an expensive item;
- consider whether their behaviour provokes; and
- always tell an adult.

School staff need to examine carefully their own responses to bullying incidents or the suspicion of such. The lack of support to victims is often considered as permission for further attacks. If pupils are to be protected from bullying staff need to ensure that they:

- respond quickly and unambiguously to it;
- are continually and persistently observant;
- do not subconsciously transfer feeling of irritation to groups;
- actually seek to bring bullying into the open with knowledge that it thrives on secrecy and often fades when discovered and discussed;
- frequently seek adherence by all to the School Vision and Values;
- make use of tutorials, personal tutorials, and other appropriate times to discuss personal relationship problems;
- make use of appropriate training opportunities, resource material etc. to improve their knowledge and skills in respect of helping both the bullied and the bully; and
- refer serious incidents to members of the School Leadership Team or Duty Co-ordinator.

Cyberbullying is becoming increasingly prevalent with the rapid advances and use of modern technology. Mobile, internet and wireless technologies have increased the pace of communication and brought significant benefits to users worldwide but their popularity provides increasing opportunity for misuse through 'cyberbullying', with worrying consequences. It's crucial that children and young people as well as adults, use their devices and the internet safely and positively and they are aware of the consequences of misuse. As technology develops, bullying techniques can evolve to exploit it.

Online or cyberbullying can be defined as the use of Information Communication Technology, particularly mobile phones and the internet to deliberately hurt or upset someone.

When children or adults are the target of bullying via mobiles phones, gaming or the Internet, they can often feel very alone, particularly if those around them do not understand online bullying and its effects. A once previously safe and enjoyable environment or activity can become threatening, harmful and a source of anxiety.

Cyberbullying may not always be intentional and repeated in the same way that traditional offline bullying is. Repeated harassment online could include an initial concern which is then shared or endorsed by others such as by "liking", "sharing" or "commenting". People may not feel that they are bullying by doing this and single issue may become more

serious. It is very important that all incidents of online abuse are addressed as early as possible to prevent escalation

Education staff, parents and young people have to be constantly vigilant and work together to prevent this and tackle it wherever it appears. Cyberbullying is a method of bullying and should be viewed and treated the same as "real world" bullying and can happen to any member of the school community.

Keeping Children Safe in Education September 2016 highlights the need for staff to be aware that abuse can be perpetrated by children themselves including cyberbullying, and staff must be aware of concerning behaviour and appropriate safeguarding responses.

It is essential that young people, school staff and parents and carers understand how online can affect people and how to respond and combat misuse. Promoting a culture of confident users will support innovation and safety.

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- Every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- Gives Headteachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

Where online bullying which takes place outside school is reported then it must be investigated and acted on appropriately by schools.

Additional advice and information can be found at <http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/e-safety/cyberbullying>

For more information please read "Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies"

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Childnet International have produced resources and guidance that can be used to give practical advice and guidance on cyberbullying: www.childnet.com

- Cyberbullying, along with all other forms of bullying, of any member of Elmore Hall School community will not be tolerated. Full details are set out in the school policies regarding anti-bullying and behaviour.
- All incidents of online bullying reported will be recorded.
- There are clear procedures in place to investigate incidents or allegations and support anyone in the school community affected by online bullying.
- If the school is unclear if a criminal offence has been committed then the DSL will obtain advice immediately from Durham Police.
- Pupils, staff and parents/carers will be advised to keep a record of cyberbullying as evidence.
- The school will take steps to identify the bully where possible and appropriate. This may include examining school system logs, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary.
- Pupils, staff and parents/carers will be required to work with the school to support the approach to cyberbullying and the schools online safety ethos.

- Sanctions for those involved in online or cyberbullying may include:
 - Those involved will be asked to remove any material deemed to be inappropriate or offensive.
 - A service provider may be contacted to remove content if those involved refuse to or are unable to delete content.
 - Internet access may be suspended at school for the user for a period of time. Other sanctions for pupils and staff may also be used in accordance to the schools anti-bullying, behaviour policy or AUP.
 - Parent/carers of pupils involved in online bullying will be informed.

The Police will be contacted if a criminal offence is suspected.

The school has a separate Anti-Bullying Policy that contains more information.

To raise awareness of Bullying but also to encourage positive relationships, helpfulness, kindness and consideration for others the school holds at least on “Marra Week” a year. The purpose of Marra week is to promote all the positive aspects of interpersonal behaviour and reward these. It seeks to model and celebrate behaviours that are seen as exemplary and positive.

PROTECTING CHILDREN FROM EXTREMISM AND RADICALISATION

Schools have a vital role to play in protecting pupils from the risks of extremism and radicalisation, a role which is underpinned by the Counter - Terrorism and Security Act 2015 “to have due regard to the need to prevent people from being drawn into terrorism.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as: vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.” We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

The Government’s Prevent Strategy has raised awareness of the specific need to safeguard children, young people and families from violent extremism and terrorism. There have been nationally situations in which extremist groups have attempted to radicalise children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Elmore Hall School values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society’s values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of individuals, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to

future manipulation and exploitation. Elemore Hall School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Elemore Hall School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Risk reduction

The school Governors, the Headteacher and the DSL will assess the level of risk within the school and put actions in place to reduce any identified risks.

Procedure

Keeping children / young people safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the school's Single Point of Contact (SPOC) for safeguarding pupils from radicalisation and involvement in terrorism. This will normally be the Designated Safeguarding Lead who will have responsibility for assessing whether the pupil may be at risk of radicalisation, and where relevant, for referring the child to the Local Authority Channel Panel.

The SPOC for Elemore Hall School is Richard Royle.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

ONLINE SAFETY

Any concerns regarding pupils' use of social networking, social media and personal publishing sites, both at home and at school, will be dealt with in accordance with existing school policies including anti-bullying and behaviour.

All members of the school community will be reminded about safe and appropriate behaviour online and the importance of not posting any content, comments, images or videos online which cause harm, distress or offence to any other members of the school community.

The school will manage online safety incidents in accordance with the school Disciplinary Policy and Code of Conduct policy where appropriate.

- Elemore Hall School believes that online safety is an essential element of safeguarding children and adults in the digital world, when using technology such as computers, tablets, mobile phones or games consoles.
- Elemore Hall School identifies that the internet and information communication technologies are an important part of everyday life, so children must be supported to be able to learn how to develop strategies to manage and respond to risk and be empowered to build resilience online.

COMPLAINTS

From time to time pupils (and staff) may have a grievance that they wish to make a complaint about. The school has a comprehensive complaints policy that is available for all and refers to all users and associates of the school. Pupils can also make a complaint to a number of independent bodies, the contact details of these bodies are prominently displayed in school.