



Highfields Inclusion Partnership

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Policy Title:	School Relations Policy (formerly the Behaviour Policy)		
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HIGHFIELDS SCHOOL RELATIONS POLICY (formerly the Behaviour Policy)

Contents

1. [Vision](#) – the concepts underpinning the policy
2. [Aims and Purposes](#) – how the success of the policy will be measured
3. [Whole School Approaches](#) – how the policy will be practically implemented
4. [Specific Areas of Responsibility](#) – issues causing particular concern
5. [Training](#) – how staff expertise is developed
6. [Policy Review Processes](#) – how the policy will be monitored and improved

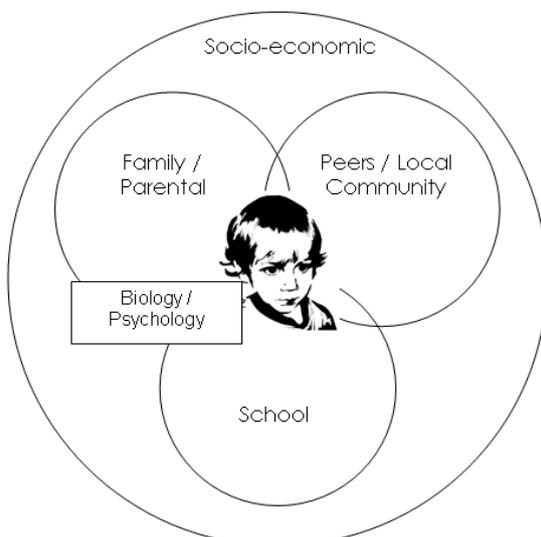
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1) Vision

An Evolving Approach

As a Pupil Referral Unit, behaviour is often seen as our primary, somewhat all-encompassing purpose. Whilst there is some truth in this, it is worth noting that official guidance talks specifically about ‘Social, Emotional and Mental Health Needs’ (SEMH) replacing the previously used ‘Social, Emotional and Behaviour Difficulties’ (and prior to that, ‘Emotional Behavioural Difficulties’).

This change in language reflects an emerging understanding of ‘challenging behaviour’ within the school setting. This framework defines ‘challenging behaviour as follows’:



*“Behaviour does not occur within a vacuum.
It is resultant of complex transaction between individual, with his (her) inborn strengths and weakness, acting and reacting within an environment which sometimes encourages and sometimes discourages certain actions.”
(Herbert, 1988:49)*

This framework shifts the question of 'behaviour' to a question of 'relations' – that is, the way in which two or more people are connected; each person's effect on or relevance to another. This is why Highfields has decided to transform its 'Behaviour Policy' into a 'School Relations Policy'.

A Person-Centred Approach

As a UNICEF Rights Respecting School, Highfields recognises that we have a duty first and foremost to provide care, guidance and support to our students who - despite their ever-growing adult-like physical appearance - remain in developmental terms within the child and adolescent stage of human life.

As a nurturing school, we uphold the following six principles:

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. Nurture is important for the development of self-esteem.
4. Language is understood as a vital means of communication.
5. All behaviour is communication.
6. Transitions are significant in the lives of children.

For some students, their natural development has been disrupted – and continues to be disrupted – by life experiences out of their control. As part of our 'Attachment Focused School' model, we believe that the key determinant in shaping how our students interact with the world (behave) is through the adult-child relationship.

This policy will be kept under review and evolved further to reflect our growing insights into and understanding of this.

A Community-Centred Approach

Throughout Highfields' policies, the provision is described as a 'place of work' and a 'community'. It can be said clearly and without hesitation that – regardless of the causative factors – there are behaviours that are unacceptable because of their impact within a place of work and community.

However, this does not mean that the young person is fundamentally unacceptable. At Highfields we must practice 'radical acceptance' which calls on us to ultimately accept young people into the community regardless of what has happened before.

In terms of how adults provide care, guidance and support around behaviour, we can liken our work to teaching someone to play chess:

- **Behaviour involves choices.**
- **Choices involve taking personal responsibility.**
- **Children by their very nature are:**
 - Unaware of the full scope of the choices available to them – nor are they aware of the consequences of these choices.
 - Often over-reliant on limited choices that they do know.
 - Shaped in their choices by early adult experiences.
 - Impressionable - 'easily taught' – in terms of this being a high point in brain neuroplasticity.
- **Teenagers by their very nature are:**
 - Impulsive and risk-taking in their choices due to their developmental stage.
 - Caught between an increasingly adult appearance and awareness of the possibilities of the adult world yet a still relatively immature 'non adult' brain.
 - Increasingly less 'easily taught' but still teachable - as their brain embeds earlier learnt behaviours (via a process called 'synaptic pruning').



The above requires a twofold strategy:

1) Containment-Centred Strategies

The basis of our policy is positive: we wish to “catch students being good” and reward them for it. However, on occasions, where a member of the community behaves in a disruptive, abusive and/or destructive way, we have responses to de-escalate, encourage the young person to reflect and guide them in terms of how to make amends (‘make good’). During such times, it is always the behaviour and not the young person which is unacceptable.

2) Change-Centred Strategies

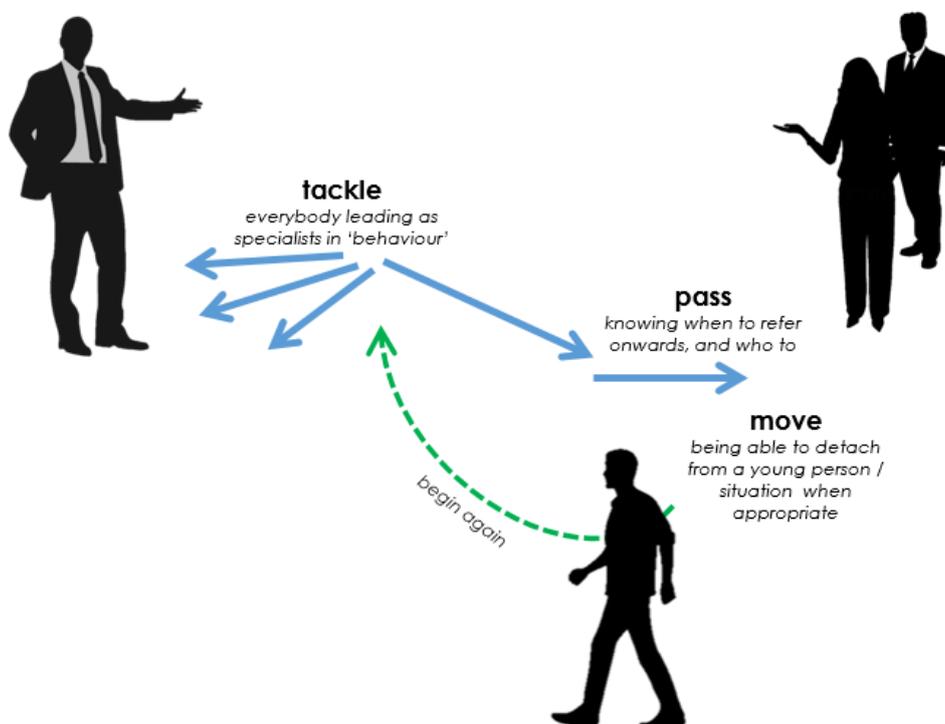
We do not excuse behaviour that harms our place of work and community. However, we realise that such behaviour could be attributed to a combination of inter-related factors. It is recognised that whilst we may have to deal with conflict and difficult situations, securing a lasting relationship (attachment) with members of our community is paramount to furthering their education both curricular and socially. Communication and de-escalation is key to all we do.

This policy sets out the whole school approach to both areas.

A Team Approach

We believe strongly that all members of our community – young people, staff, families, external agencies - have a role to play in creating a positive working environment and culture.

We believe a team approach adopted by staff at the school centred on ‘tackle-pass-move’ ensures that no member of staff carries more burden for challenging often difficult and stressful behaviours.



We believe the above approach relies particularly upon all staff taking responsibility, albeit according to their role and status within the school community. The above approach is in keeping with *Professional Standards for Teachers' Standards* and *Professional Standards for Teaching Assistants*. All staff are challenged to meet these standards, even when in situations of high-demand.

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2) Aims & Purposes

It is an ongoing priority that we foster an atmosphere that is safe, compassionate and conducive to learning. It is our responsibility to promote a culture of learning and a culture of constructive relationships where effort and commitment is rewarded alongside achievement; where all are challenged to be the best version of ourselves; where mistakes are responded to calmly, assertively and with care; where all are ultimately valued and respected.

The purpose of this policy is to:

- provide information for all staff, students and parents about acceptable forms of behaviour in our school;
- provide a referral document for all new staff and parents;
- suggest ways of acknowledging good behaviour and of dealing with issues;
- help ensure a fair and consistent approach when dealing with discipline issues;
- help promote good attendance and reward this appropriately.

The community-wide aims of this policy are to:

- provide a positive, safe environment in which our students can develop self-discipline and behaviour strategies that will facilitate their timely return to mainstream;
- provide an atmosphere that encourages students and staff to value and appreciate each other irrespective of age, gender, creed, race or ability;
- provide a suitable education (academic, vocational, emotional and social) for each student so that they are helped to realise their full potential as young adults in society;
- provide opportunities for small successes as well as larger milestone successes
- build, maintain and, where necessary, restore positive relations between all members of our community – as part of our ‘Attachment Focused Schooling’ approach
- provide time and listening to encourage students to reflect on lost opportunities and mistakes, with a view to making better choices in the future

The person-centred aims of this policy are for our students to be characterised by the following:

- They will have clearly-articulated educational, career and life goals – not necessarily fixed and rigid, but nonetheless goals of meaning and substance.
- They will have identifiable study pathways and a thirst for learning and development.
- They will already be taking significant steps along this pathway.
- They will have a perspective of the world that draws in an array of positives alongside realistic apprehensions and concerns.
- They will show a measured level of trust and confidence in adults and British institutions to help them achieve their goals, especially educational institutions.
- They will have insight into their strengths, areas for development, triggers – with self-help skills (self-regulation and coping strategies) to navigate through them.
- They will have skills to keep themselves safe, both in the ‘real world’ and online.
- They will have a sense of responsibility and ownership over their lives and their surrounding community.

Broadly speaking, we will do this by:

- providing each student with an engaging, enriching programme of development that allows for progress, taking into account their previous educational history, patterns of attainment, behaviour and attendance;
- recognising neurodiversity within the school community – using referral information, data and student voice to ensure each student is recognised in terms of their preferences and any specific learning difficulties or other conditions (ADHD, Autism etc.)

- providing each student with regular, familiar adults ('key attachments') who fulfil the role of loco parentis
- providing a positive, secure learning environment where academic and social-emotional achievements have equal status;
- having a reasonable and clear approach to promoting and responding to behaviours, including consistent daily routines;
- acknowledging successes over failure;
- fostering positive relationships between home and school by regularly celebrating successes with parents, alongside concerns and difficulties;
- upholding a culture of honest amongst staff when mistakes are made – which in turn is modelled daily to students.

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3) Whole School Approaches

3a) Key Adults (also known as Emotionally Available Adults)

“A key adult is someone who as Rita Pierson said is a “champion” for a child. They provide them with a “secure base” within school, someone who can help to regulate their emotions and build a trusting relationship with. Someone who can model the role of a trusting adult to a child to enable them to understand how to form and maintain trusting relationships with others. This person will work closely with the child and be available to the child on a day to day basis. They will need to be reliable, consistent and warm. They will need to be able to assert boundaries but also forgive, to challenge but nurture. They will be an advocate for the child and encourage staff to take a view through the eyes of the young person. Children with attachment problems benefit from seeing someone showing protection – the key adult will need to be willing to take steps to negotiate with other members of staff how to better support the child when necessary. An adult who listens and respects a child, empathises with their situation and believes in their abilities has the chance to incredibly alter the future of that child for the better. Furthermore scientific evidence shows that another significant adult to that of the parent is “good enough” to help a child develop new and more helpful ways of thinking, behaving and building relationships. The role of the key adult therefore has proven implications for the bettering of outcomes for students.”

Source: <https://www.semh.co.uk/social-emotional-and-mental-health-semh/opinionT/key-adult/>

As outlined previously, the school views the adult-child relationship as the key factor behind behaviour, in terms of promoting good behaviour whilst at the same time containing and changing more challenging behaviours.

To this end, the school has established the following staff structure and deployment plan to ensure all students have key adults:

- Within our KS3 area, the school operates four classes of 8 students and use a 'primary model of delivery' by assigning one regular teacher and one regular TA to each group.
- Within the KS4 Main Building, because of the demands for a broader GCSE-orientated curriculum, the school follows a more traditional model of delivery with various subject teachers. However, each group of 8 students has a 2 x Form Tutors (1 teacher, 1 TA) who have 3 allocated periods a week to for 1-to-1 support / 'check ins' with these students.
- The school also operates two additional provisions for KS4 students:
 - A smaller-scale 'PM Groups' provision which mirrors our KS3 area in that small groups of 5 students work with a regular teacher.
 - Temporary 1-to-1 Outreach teaching for students in high crisis.

These two provisions in particular act as 'safety valves' allowing to make sure all students maintain 'relational continuity and proximity' with the school.

- The school funds a distinct team of Pastoral Mentors – divided into the ‘De-Escalation Team’ and ‘Emotional Well-Being Team’ who undertake ‘on the spot’ care for students alongside longer-term work such as ‘Team Around The Child’ and a catalogue of therapeutic interventions.
- In terms of ‘on the spot’ care, interventions in this regard include (but are not limited to):
 - **Step 1: Removal from situation**
 - Provide extended time – keeping in mind an adrenalin rush can be within the system for up to 50mins
 - Allow student to vent verbally – often going unchallenged in first instance
 - Somatic de-stress – physical activity to de-stress the body
 - Downtime (drink, quiet area) to de-stress the body
 - Distraction activity to de-stress the body and break the ‘thought loop’
 - **Step 2: Attempt to ‘drill down’**
 - Move from a generalised ‘everything is bad’ commentary to identifying the more specific issues / problems at hand
 - Work on specific problems – how to solve / cope with them ‘right now’
 - Reiterating teacher & TA expectations / giving voice to another person’s perspective
 - **Step 3: Next steps**
 - Return to situation if appropriate, often with simple ‘do now’ instructions and brief feedback to teacher / TA who made the initial call
 - Additional time out until next session of the day
 - Immediate restorative conversation / meeting, if appropriate
 - Decision to send home – referral to Pastoral Manager – De-Escalation and SLT for decision around FTE
- The above is a complement to the work of the teacher and teaching assistant team rather than a replacement.
- Request for longer-term interventions are referred into the Pastoral Team via the Pastoral Manager – Emotional Well-Being Lead.
- All students at Highfields have a Personal Development Plan which identifies both their comfort zones and their stretch / stress zones so that they can become quickly known to new adults. This is the responsibility of the Form Tutor in the first instance.

Further Info: Therapeutic Interventions List

3b) Reward Scheme

At Highfields we believe that both effort and achievement should be recognised. The emphasis is put on praise and prevention rather than punishment. Good behaviour is encouraged, bad behaviour is discouraged and students are helped to know the difference.

We seek to reward students for the following ‘good behaviour’:

- ✓ Making above expected progress in learning.
- ✓ Meeting targets on their Personalised Development Plan.
- ✓ Turning things around quickly after a problem.
- ✓ Setting a good example for the SEAL Star objective.
- ✓ Meeting a group target set by staff at the start of the session.

When ‘good behaviour’ is observed by staff, students are rewarded as follows:

Praise

- Positive verbal feedback is given in the first instance – for some students who struggle with public praise, this may be via a 1-to-1 conversation or may be largely non-verbal – a discreet thumbs up, nod or smile.

Raffle Tickets

- During classroom sessions and other planned activities, staff give the student a raffle ticket – they also log the raffle ticket on SIMS (points value of +2).
- Raffle tickets cannot be used as a punitive measure – they cannot be rescinded. Rather, staff should refer to the card system for all negative incidents.
- Raffle tickets are entered into a weekly prize draw - the winner then picks from options including a free break club voucher, treats and shopping vouchers.
- The raffle tickets can be used as a tally / reference on SIMS, helping staff make a decision about who gains their 'Student of the Week' award and a positive phonecall home.

Weekly Awards

- Any student gaining a 'Student of the Week' award (points value of +4 to +6) – given out during our weekly assembly – also has this recorded on SIMS.
- There are also specific awards for 'Most Improved', 'Character 120', 'SEAL' and 'Headteacher's Award'.
- This can be posted home at the student's request – alternatively, they can have a positive phone call home.

'Top 10s'

- Every 2 – 3 weeks a report is generated highlighting the 'Top 10' students for that period, which is again celebrated with students at assembly. Reward activities, based on student interests, are organised for those who reach the Top 10.
- 'Top 10s' is a broad term – it does not have to be an exact figure of 10.
- There is also a 'Most Improved Award' for students who have shown improved behaviour and/or attendance, with the exception of those who have been violent to another member of the community.
- The Headteacher can write a 'Letter of Commendation'

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3c) De-Escalation and Sanctions System

Highfields is an educational provision – it is a **place of work** and a **community**. The expectations around acceptable conduct are set within context. At times, a student may behave in a way that is increasingly disruptive – and/or destructive – to their own positive experience and development, and to that of the wider context.

When this occurs, staff have the authority and responsibility to de-escalate such behaviour. Staff work together using a 'Tackle-Pass-Move' approach – in the first instance, they are expected tackle unacceptable behaviour before passing on to another colleague. From there, we operate a principle of 'moving on' both from the situation at present and in terms of allowing for fresh starts in due course.

When staff are called on to 'tackle' unacceptable behaviour, they work towards a measured, communicative response using their professional judgement alongside input from colleagues:

	<p>1st Yellow Card: A 1st formal warning will be given around a relatively minor behaviour. This is designed to raise the awareness of the student concerned about their behaviour. This is recorded on SIMS but carries no further consequence itself.</p>
<p>-1 on SIMS Teacher / TA Led</p>	

 <p>-1 on SIMS Teacher / TA Led</p>	<p>2nd Yellow Card: A 2nd formal warning will be given around a relatively minor behaviour. This is designed to remind and reinforce to the student concerned about their behaviour. This is recorded on SIMS but carries no further consequence itself. If TA support is available, the teacher may direct the student to work with them for a short time to re-focus. The teacher may also instruct the students to move seats etc.</p>
 <p>-2 on SIMS Teacher / TA Led</p>	<p>1st Orange Card: The teacher makes the assessment that the student's behaviour is increasingly disruptive / destructive – in terms of its persistence or impact – and decides that the student needs to re-locate temporarily elsewhere as a de-escalatory measure. The student will be provided with the opportunity of short term time out with a TA (if a TA is not available, the Pastoral Team can be called). This time out will be in a designated room or other space near to the lesson they have come from, wherever possible. The focus will be on early de-escalation and switching attention before a return to the lesson as soon as possible.</p> <p>The designated rooms / spaces for time out are: Pod Annexe Areas, Available Classrooms, Available Meeting Rooms</p>
 <p>-4 on SIMS Pastoral Led / De-Escalation Team</p>	<p>2nd Orange Card: If a student is persistently disruptive / destructive, having been provided with a 1st Orange Card / short-term time out, the teacher has the power to issue a 2nd Orange Card. This results in a referral to the De-Escalation Team. The student is then 'taken out of circulation' for an extended period – approx. one lesson. During this extended removal, the student will be given advice, encouraged to reflect on their behaviour and/or instructed to complete some work, in line with their timetabled lessons. During this time, the student may also be asked to undertake some existing mentoring work with the Pastoral Team – Emotional Well-Being.</p> <p>The designated rooms / spaces for extended removal are: Student Welcome Area followed by Available Meeting Rooms and/or KS3 Engagement Suite</p>
 <p>-6 on SIMS Leadership Led</p>	<p>Red Card: Where a student has been persistently disruptive / destructive, and has not responded to support, the Pastoral Manager – De-Escalation and/or SLT can issue a Red Card which typically (there are exceptions) results in the student being sent home – to return the following day for a Readmission Meeting. This card may also be issued by the Pastoral Manager – De-Escalation and/or SLT as a standalone sanction where there is a serious infringement of school rules – specifically, for violent conduct, use / possession of banned substances, use / possession of banned items.</p> <p>This consequence carries an automatic fixed term exclusion equivalent to their missed time from school (1 day or 0.5 days) and any further days, as decided by the Pastoral Manager – De-Escalation and/or SLT.</p> <p>To ensure fairness even in the most heated of situations, all decisions to send home are subject to 'double check' – whereby the Pastoral Manager – De-Escalation and SLT checks with another.</p>

Additional Notes:

- Each session begins with a 'clean slate', unless the student has reached red card and has been given, for exceptional reasons, a chance to stay – in these circumstances the De-Escalation Team will put in place and communicate specific expectations / limitations (**'put on notice'**) on behaviour as part of the agreement of the student returning to the classroom / usual timetabled day.
- Two 2nd orange cards do not automatically equate to a red card – however, multiple 2nd orange cards will likely lead to a decision to issue a red card. This is monitored centrally by SLT throughout the day.
- Incidents / ongoing causes of concern are brought to the attention of the whole staff and discussed at the daily staff briefing.
- Where there are multiple 2nd orange card and/or red card incidents occurring at one time, the SLT will put a 'Call Out to All Staff' to request that any available staff come to assist. They are asked to come to the reception area and will be directed from there.
- The Pastoral Oversight Meeting meets each Friday to discuss the week as a whole and any standout issues – staff are welcome to raise concerns and queries for this meeting.
- The final sanction of permanently excluding a student from the school will only be taken after prior discussion with the Children's Officer (Inclusion) and the governing body.

Further Info: Exclusion – Overview of Reasons and Guidance

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3d) Communication and Cooperation

Involving Students

We believe that students should always be made aware of why they are being rewarded or disciplined. We believe this should be carried out as discretely as possible.

At all times we are prepared to listen to the students' opinions and their ideas of acceptable and unacceptable behaviour.

Highfields students have been involved in the drawing up of this policy.

Involving Parents/Carers

Parents/carers have the greatest influence on our students and we believe that it is imperative to have their full support and maintain good communications between home and the school.

Parents/carers are:

- informed of our policy in a student's admittance to the school;
- informed promptly of good or unacceptable behaviour;
- asked to work in partnership with the staff in implementing the school rules;
- welcome to visit the school;
- are encouraged to bring concerns to our attention;
- are expected to attend review meetings or any other meeting that need to be called;

- asked to ensure that their child attends the school appropriately dressed, rested and fed so that they start the day on the best footing possible;
- are aware of and supportive of their child's timetable arrangements.

Involving Staff

Highfields staff will:

- provide a challenging, differentiated and, where necessary, personalised education programme for each student;
- manage and organise the classroom so that students can achieve;
- promote high standards of behaviour at all times;
- liaise with parents to inform them of good as well as unacceptable behaviour;
- provide time for discussion of issues with parents, staff and outside agencies;

Involving Other Agencies

If a student persistently refuses to engage with the provision offered by the school, then the Children's Service officer (Inclusion) will be contacted.

If a student is being supported by mental health services (namely HYMS) then a member of the Leadership Team will contact the relevant person to discuss alternative approaches.

The Educational Psychologist for the school / Partner School may also be contacted and their advice sought – specifically where there are concerns around learning difficulties and/or a decision to refer for statutory assessment.

If the problem remains unresolved, an Education Planning Meeting will be called. The referring school and any relevant outside agencies will be invited.

If there is a wider cause for concern, in terms of family and community life, a Team Around the Child (TAC) meeting may be organised.

Where Social Care or YOS is involved, the school will seek regular dialogue around the behaviour patterns that a young person presents with.

3e) Restorative Approaches

Stockport's definition of Restorative Approaches is: "A voluntary approach focusing on the harm done rather than the rule broken that involves all parties in an incident, giving them an equal voice, the opportunity to take responsibility for their actions, make amends and reduce re-offending."

At Highfields we use Restorative Approach as part of our behaviour management:

- Staff have the Restorative Questions on their lanyards.
- A Restorative Meeting Script is available on the shared area.
- Restorative Enquiries are used to resolve conflict between
 - two students
 - member of staff and student/s
 - parent/carer and student

There are trained members of staff at Highfields to lead on Restorative Practice. Whole-school training on day-to-day restorative approach will be provided to all staff and revisited regularly so that in time all staff will feel confident to use techniques to restore relationships following conflict

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4) Specific Areas of Concern

4a) Adverse Childhood Experiences and Post-Traumatic Stress

There will be students who have had Adverse Childhood Experiences (ACEs) and may present with post-traumatic stress behaviours. These may include:

- intense and ongoing emotional upset – in turn leading to 'maximum impact abuse' (personalised threats and personalised derogatory comments and/or physical aggression)
- depressive symptoms or anxiety
- sudden behavioural changes
- difficulties with self-regulation
- problems relating to others or forming attachments
- regression or loss of previously acquired skills
- attention difficulties
- nightmares, difficulty sleeping and eating
- physical symptoms, such as aches and pains – often in, but not limited to, the stomach area
- use of drugs or alcohol
- higher levels of impulsivity and risk taking

Source: [The National Child Traumatic Stress Network \(USA\)](#)

For such students, the approaches outlined in Section 3 may not be enough to contain and change challenging behaviours which cause distress to themselves and the wider community.

The school has a number of additional measures for these students:

- Team Teach
- Positive Praise Card
- Positive Handling Plan
- Reduced Timetables
- Somatic Approaches
- Additional Therapeutic Interventions

Further Info: Spotting Personal Crisis in the Cohort

4b) Absconding

Students who leave the site without permission ('abscond') are automatically issued a Red Card - they will be registered as having an unauthorised absence and only allowed back after a parent/carer meeting.

4c) Social Times

Whilst the common perception of break time and lunch time is that they are one where relaxation, socialising and play can take place, they can prove to be a difficult point of the day for our students.

Both rewards and sanctions can be applied at break and lunch time, to ensure students receive consistent treatment. However, it is important the staff team are proactive in their approach to break times, as well as reactive / responsive to situations as they happen.

At Highfields, this proactive approach is based around a 'clubs' model for activities. The activities on offer at break and social times are run as clubs (each staffed by a minimum of two staff) which students have to sign up for and have to adhere to standards of behaviour whilst participating, in order to maintain membership. Clubs on offer should be reviewed on a termly basis to ensure they meet the needs of the cohort at the current time.

4d) Code of Dress / Uniform

Highfields is, like any school, a place of work. Like any place of work, one of the conditions of attending the school is adhering to rules around appropriate dress / uniform.

Staff who undertake the 'welcome' of students into the school take responsibility for addressing uniform issues.

Where a student's dress code is deemed inappropriate for the school day, the Leadership Team will:

- Direct the student on how to change what they are wearing to make it more appropriate – such as removal of excessive make-up, adjusting skirt length etc.
- Loan a school jumper to make a student's appearance more appropriate / fitting to a place of work.
- Direct the student to return home and change their clothing.

Students let through by the welcome team into the school day without full uniform will have been done so based on SEMH reasons (affordability, home turmoil etc.).

Students observed to be changing their uniform etc. within the school day should face usual sanctions.

Further Info: Highfields Uniform Guide

4e) Attendance

A frequent concern for a student who is referred to Highfields is long term and/or highly volatile absence from school. Therefore, it is of the utmost importance to address this problem as soon as possible so that other problems the student may be experiencing can also be addressed. The aim is to develop a more positive attitude towards school and establish a pattern of regular attendance.

The school has a separate policy on attendance.

Further Info: Attendance Policy

4f) Punctuality

Whilst we recognise students often have to undertake long journeys outside of their usual area / routes to attend the school, we expect them to be punctual – according to their agreed timetable.

Where a student is late without good reason, we will issue a detention at the end of the school day. In the first instance, this is equivalent to the amount of minutes they were late. With persistent or extreme lateness, the Leadership Team can decide to implement extra study sessions at the end of the school day. Parents/carers will be informed of such arrangements.

4g) Bullying

At Highfields, bullying is understood as:

“A deliberate attempt by the bully to undermine your ability to carry out your work, or to injure your reputation, or to undermine your self-esteem and self-confidence.

A deliberate attempt by the bully to remove personal power from you and keep this power for themselves.” (Aryanne Oade, Chartered Psychologist and Bullying Expert)

Bullying will always be regarded as unacceptable behaviour which will not be tolerated and any incidents of bullying should be reported immediately, by students, parents or staff to the headteacher.

Students who are subjected to bullying may:-

- show changes in behaviour (becoming shy, withdrawal, etc.)
- be unwilling to attend the school
- feign illness
- have unexplained bruising or scratches
- ask for money or “lose” pocket money

The staff at the school will always do their utmost to resolve any reported cases of bullying by protecting the victim and modifying the attitude of the perpetrator before bullying becomes a feature of his/her behaviour.

Homophobic abuse and harassment is not acceptable behaviour and is not tolerated. Preventative action, such as awareness raising in PHSE, Forum, etc., is taken to reduce the likelihood of such incidents occurring.

Incidents of racial or homophobic bullying of any kind must be recorded on the appropriate documentation and kept on file.

Further Info: Anti-Bullying Policy

4h) Representing the school in the Local Area

Anti-social behaviour is not acceptable in any circumstance, but we are particularly mindful of our nearest neighbours. The privacy and peaceful enjoyment of the area by our neighbours should be considered at all times and students are expected to behave respectfully whilst entering / leaving the school.

Students travelling on public transport are asked to behave in a manner that does not cause a nuisance to others.

The school regularly delivers off-site activities and expectations around behaviour remain the same as those on-site.

4i) Self-Harm

Some students who attend the school are involved with mental health services for self-harm.

Self-harm is defined as these students who have:

1. Cut themselves
2. Taken overdoses
3. Put themselves at risk by engaging in inappropriate sexual behaviour
4. Taken alcohol and drugs to excess

Guidance already exists on dealing with students in points 3 and 4 and the following is applied to these students who are regularly cutting themselves or taking overdoses.

Students who cut themselves

On admission we should establish what implements are used and talk through the safety measures we will put in place, to include: -

1. Keeping scissors, pencil sharpeners and compasses in a safe place, using in a supervised way and accounting for them on their return
2. Being mindful of the use of staples / paper clips with particular students / cohorts where self-harm is especially prevalent
3. Checking of mobile phones / shoes where blades have been stored in the past.
4. Establish with the students the agreed level of support

We will never make the students feel that their actions is wrong but will provided a safe and supportive environment which will support alternative coping mechanisms.

If the student agrees to show a member of staff their cuts we should make sure the cuts are clean and provided first aid advice on how to prevent infection.

Students who have taken overdoses

For those students who have a history of taking overdoses, we will agree on admission the provision of any medication that could be given. For most students, who meet this category we would not issue any medication.

For all students there will be regular and constant liaison with the named HEALTHY YOUNG MINDS contact to ensure the students safety both on and off site.

For any student who is regularly self-harming our guidance to parents is to present them at Stepping Hill Hospital immediately.

Stockport's self- harm policy and pathway is adhered to in the school.

Further Info: Self-Harm Policy

4i) Intoxication

Many of the students who attend the school have been involved and/or are currently involved in substance misuse – illegal drugs such as cannabis, so called 'legal highs', alcohol and misuse of prescription medication such as sedatives / painkillers.

Intoxication is identified by one or more of the follow traits:

1. Impaired judgment, inappropriate behaviour that appears 'out of character'
2. Impaired coordination - stumbling, swaying, staggering, or loss of fine motor skills, distance acuity, or glare recovery
3. Slurred speech
4. Diminished senses (speaks louder, cannot hear as well as normal, vision is not as clear, glassy, unfocused eyes)
5. Slowed mental processing that appears 'out of character' - can only do one task at a time, forgetting things, lighting more than one cigarette at a time, or losing their train of thought, cannot listen well, follow conversations well, or understand what others are saying
6. Intensified emotions - overly friendly, laughing intensely, displaying mood swings
7. Lowered inhibitions

In conjunction with the above, the young person may complain of sickness, headache and/or tiredness. There may also be particular odours – smell of smoke on the person's clothes, smell of alcohol on the person's breath.

Questioning whether a student is intoxicated, whether this is an accurate hypothesis or not, can be provocative. This situation should be referred as discretely as possible to the Pastoral Manager – De-Escalation Team.

Where a student maintains their innocence and strongly denies that they are under the influence of anything, at the discretion of the Pastoral Manager – De-Escalation Team a drugs test may be offered and carried out by one of our trained staff members. This procedure is to demonstrate that we are prepared to listen and support ongoing relationships with our students. If a student refuses the offer of a drugs test then the Pastoral Manager – De-Escalation Team will revert to their own observation and judgement as to the fitness of that student to remain in school for that day.

In such situations, intoxication is treated firstly as a medical concern rather than behaviour concern (although there are naturally concerns over the impact of behaviour related to intoxication). The standard procedure is to attempt to temporarily keep the student on site and contact their parent / carer to collect them with a recommendation that the parent/carer then consults with medical professionals. Where necessary a student may need to be driven home, by two staff, and handed over to parent/carer with the same advice, to consult with medical professions.

Where a student is believed to be intoxicated and absconds, parents/carers should be informed immediately with advice to consult with medical professionals – staff at the school should also log their concern with police.

With extreme intoxication such as passing out and repeated sickness, the usual policies around medical concerns apply and emergency services will be directly contacted.

4j) Banned Items

Further to the above, the school has a separate policy around the control of banned items – such as bladed articles and substances.

Further Info: Searching, Screening & Confiscation Policy

4k) Sexualised Behaviour

Any incidents of concerning sexual behaviours are logged using the 'Sexual Behaviour Monitoring Form and Checklist'. A sexual behaviour timeline is kept for each student who causes concern.

4l) Racist Behaviour

Any incidents of concerning racist behaviours are logged using the 'Racist Incident Form'.

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5) Training

As a professional working within a Pupil Referral Unit (PRU), there is an expectation that all staff take responsibility for ensuring they refresh and update their behaviour management through private study, visits to other provisions with recognised and relevant practice, regular personal in-service and/or through courses arranged as whole service days.

The school has a number of established common practices around promoting positive and de-escalating unacceptable behaviour, whilst maintaining sustainable relations. These include:

- Non-Verbal Cues
- Simple, Specific Language
- Language of Choice
- 'Do Nows' – short 'easy win' activities to engage students quickly
- Processing Time
- Parking & Revisiting
- Body Language Awareness – specifically around high-anxiety
- Gentle Humour
- Graded Questioning (Blank Model)
- 'How's your engine running?' On-The-Spot Mentoring
- 'Fierce Conversations' (Susan Scott, 2002)

- Restorative Enquiry
- Daily Report Card
- Fresh Start Agreements
- Comic Strip Conversations
- Social Stories

New members of staff will receive support, where necessary on adopting these approaches.

Attachment

The school is committed to providing at least yearly CPD to all staff in the attachment. The school will also invest in specialist Nurture UK training or equivalent for staff identified to be undertaking key roles in this field.

Adverse Childhood Experiences (ACEs)

The school is committed to providing at least yearly CPD to all staff in the ACEs.

Team Teach

Team Teach offers a methodology for positive physical intervention, employing a whole school holistic approach with an emphasis on calm non-physical intervention in the first instance.

Team Teach then offers a methodology for positive physical intervention, complementing a whole school holistic approach. The physical responses are underpinned by values that fit within a culture and ethos of positive educative care. Team-teach stresses the importance of documentation that underpins and supports the process and everyone involved, including written reports detailing events before, during and after the incident, individual behaviour plans, risk assessments, monitoring and evaluating. There must be follow up after an incident requiring positive physical intervention to ensure staff and student welfare is maintained.

Team Teach offers a methodology for positive physical intervention, employing a whole school holistic approach with an emphasis on calm non-physical intervention in the first instance.

Further Info: Care and Control Policy
Further Info: Whole School CPD Plan

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6) Policy Review Processes

Concerns / Complaints about Behaviour

Working in a PRU can at times involve fast-paced, heated situations. It is recognised that some members of the community – staff, students, parents / carers, outside agency workers – can at times naturally feel concerned about a situation and how it was dealt with within the framework of the Relations Policy. It is important that Highfields promotes a culture of open, non-confrontational conversation about behaviour incidents – exploring the factors / drivers, the various impacts and actions in response:

1. Behaviour incidents that have happened in the course of a busy day, including those that have been missed, can be raised at daily staff de-brief for follow-up the following day.
2. The Student Voice Group meets half-termly and students can voice their general concerns about behaviour, via their representatives, at this meeting.

3. Where an individual member of the community is concerned about an incident – its nature and/or how it was responded to – they are more than welcome to meet and discuss this with a member of SLT (it may be that they wish to discuss this with a member of SLT not involved in the incident and this is welcome also).

At this point a further mediation / restorative meeting with the involved parties may be organised.

4. If the member of the community continues to be unhappy following the above steps, then the next step is to formally write to the Headteacher by email or letter.

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Monitoring and Evaluation

- An All Staff Behaviour Working Group meetings regularly to keep the policy under permanent review. SLT also undertake an annual survey of staff views.
- The Student Voice Group meets half-termly in which feedback is provided verbally. A 'Student Listening Exercise' is also undertaken annually which relates to this policy.
- Incident logs and SIMS-behaviour statistics will be published and scrutinised on 2-3 weekly and half-termly basis – with a view to maintaining effective policy and practice.
- Behaviour statistics form part of the termly Headteacher's Report to Governors.
- Daily briefing acts as a forum for staff to discuss behavioural issues and practices.
- SLT operate an 'open door policy' if parents/carers, students or staff wish to provide feedback on effectiveness of the policy and/or make a suggestion on how to improve it further.

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~This policy will be fully reviewed and revised every two years. ~