



**Belmont  
School**

Review July 2021

# **Promoting Good Behaviour & Discipline Policy Secondary Version**

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# 1. Statement of Principles, Values, Aims and Objectives

At Belmont School we aim to promote positive social, emotional and behavioural change in our students through a supportive and consistent approach across education and care based on the needs of our students. Our Behaviour Management Strategy is based on holistic approaches and the therapeutic belief that all people have the capacity for growth and development no matter what their ages or life experiences and that behaviour can change.

Belmont School admits vulnerable students who experience social, emotional, communication difficulties and associated challenging behaviours. Many of our student's exhibit and display behaviours that act as barriers to learning and inclusion. An integral part of our holistic strategies is to overcome these barriers. We aim to provide a consistent and well supervised environment where students feel safe and secure and reach their potential through positive relationships.

## 2. Principles and Values that Underpin this Policy

The policy, practice and procedures aim to reflect and demonstrate the importance of the school's commitment to promoting the entitlement of students to the highest quality of education, care, health and therapy. The philosophy and ethos of the school reflects acceptance and respect for all students irrespective of their age, sex, religion, disability, ethnicity, sexual orientation, gender identity and gender re-assignment or immigration status and includes a clear set of values that are seen to be important within the school and wider community, they are as follows:-

- To value each other and our community
- To listen to each other and ask for help when we need it
- The promotion of mutual respect, acceptance, trust and honesty
- To develop and encourage self-confidence, self-worth, self-discipline and ultimately independence
- To proactively manage and de-escalate challenging and unacceptable behaviours
- To implement holistic, integrative and consistent approaches which promote positive behaviour, develop children and young people's understanding and manage behaviour fairly, effectively and encourage young people to achieve their potential
- To establish and consistently apply clear and obvious boundaries, to ensure children and young people's safety, security and well-being
- To work in partnership with all stakeholders, to promote good behaviour

- To apply rules reasonably and fairly, to use sanctions effectively and proportionately in relation to the age, needs and ability of the child or young person, or any religious requirements affecting them
- To develop and reinforce the principles of good citizenship, including the fundamentals of British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance for those with different faiths and beliefs
- Corporal punishment is illegal in all circumstances

### **3. The Objectives of this Policy**

- To set out clearly how our principles and values can be translated into effective everyday actions
- To provide clear guidance and support to all staff
- For staff to provide leadership and positive role models to students
- To promote good behaviour and make positive change for our students, setting them clear and achievable goals
- To expect the highest standards of educational attainment and achievement, through the development of acceptable standards of behaviour and conduct
- Students should be assisted to show respect, tolerance, empathy and understanding and to demonstrate through their daily actions, a clear understanding of what is right and wrong
- To help students to work with the knowledge of their rights, and be encouraged to recognise and respond to their responsibilities
- To develop and implement, co-ordinated and cohesive practices and procedures between home and school
- To regulate the behaviour and conduct of students
- To prevent bullying
- To comply with the Independent School Standards 2015

This statement should be read alongside key policies;

- Curriculum
- Teaching and learning, including SMSC
- Safeguarding
- Anti-bullying
- Equality and diversity
- Managing allegations against professional staff
- Health and Safety, e.g. risk assessments, first aid and educational visits
- E Safety □
- Exclusion Policy

#### **3.1 Review**

This policy is subject to annual review.

## 4. Head teacher Responsibilities and the Legislative Framework

The Head teacher will set out measures in this Good Behaviour and Discipline Policy, which take into account the principles, values and objectives identified above and act within the legislative framework. The Head must decide on the standards of behaviour expected and strategies to teach good behaviour, and determine the rules and any disciplinary penalties for breaking them. The Head will also consider measures and strategies to manage the following:

- Students behaviour, attitude and conduct outside of school, e.g. transport and educational visits
- The screening and searching of students
- The power to use reasonable force and other physical contact
- When to work with other local agencies to assess the needs of students who display continuous disruptive behaviour
- To have in place an effective Safeguarding policy and procedures
- To have in place an effective anti-bullying policy
- To publish annually the Good Behaviour and Discipline Policy to Parents and Staff
- Support and pastoral care for staff accused of misconduct
- Clear guidance to all staff with regards their responsibilities to manage students positively and have the power to discipline where students misbehave either in or outside school

The legislative framework states that, Head teachers are required to consider:

- Education and Inspection Act 2006
  - The Education Act 2002, Section 175
  - The Education (Independent School Standards) Regulations 2015
  - EU Convention on the Rights of the Child 1989
  - Equality Act 2010
  - The Human Rights Act (1998)
  - Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (July 2002)
  - OFSTED Summary Report – Managing Challenging Behaviour (2005)
  - DfES Guidance The Use of Force to Control or Restrain Students (2007)
  - DfES Use of reasonable force - Advice for head teachers, staff and governing bodies (July 2013)
  - DfE Behaviour and discipline in schools - Advice for head teachers and school staff (2016)
- DfES Guidance on Behaviour and Discipline in Schools 2016

## 5. Creating a Positive and Structured Environment

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The principle function of Belmont School is to provide a safe, secure and caring environment where expectations and achievements are high and students realise their full potential in all areas of their development; academic, physical, emotional, spiritual, moral, social and independence. In order to create an environment in which students feel safe and secure, where there is an ethos of achievement through endeavouring, it is essential that there is nurture, care and support balanced with good order and discipline. Students through the School Council should play an active part in the review of the Promoting Good Behaviour & Discipline Policy.

We aim to promote politeness, courtesy and respect between all members of the Belmont School community, adults and children.

Whilst the principles and procedures contained in this policy document will be applied equally to all students, each student at Belmont School is an individual and will be at different stages of intellectual, physical, social, emotional and moral development. We will therefore use rewards, consequences and behaviour programmes as appropriate to the unique individual needs of each student. This reflects the whole ethos of the school in treating students as individuals and tailoring our work to meet individual needs through Individual Education/Behaviour Plans.

The main emphasis at Belmont School is not on making and enforcing rules but rather on creating an ethos of respect and consideration for others and an environment where people help and support each other. Where rules are in place, they are designed to promote a positive teaching and learning environment; to ensure health, happiness and safety of the students, or are related to consideration for themselves and others.

Staff will intervene and apply consequences or sanctions in circumstances where a young person's behaviour is likely to prejudice a positive teaching and learning environment, the health and safety of the students and adults, or show lack of consideration for others and impact on their learning.

The school primarily seeks to create a warm and caring environment where students learn to trust adults. In order to provide security for individuals and the school to promote personal development, students need to develop an appreciation of the limits on their behaviour set by society and their community.

Students need to understand the implications for breaching these limits. A clear framework of authority facilitates the development of inner self-discipline and maturity. As maturity or 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.

Well planned teaching and learning should encourage acceptable behaviour within a formal learning situation, facilitating achievement and raising students' self-esteem and self-confidence.

## **6. Relationships**

The principle reward and encouragement for any student is the positive attention and frequent expression of approval and support by the adults around them. The progress and development of students principally relies on the positive relationships they develop with significant adults in their lives. Belmont School encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students.

Students will test and challenge relationships, therefore adults responsible for them require the ability to sensitively, firmly and confidently manage the adult/student relationship. Empathy, trust and consistency are all important in building relationships and influencing students in making appropriate choices about their life and development.

Equally important is the expectations adults have of students, which should be regularly explained and reinforced, in relation to their behaviour, learning, personal and social development.

Target setting is a useful tool to involve the student, develop their understanding and facilitate positive engagement. Adults need to assess and evaluate the developmental phase the student is functioning at to communicate, rationalise and provide guidance through the relationship to move the student on in developing social responsibility.

## **7. Challenging Behaviour and Students with Social, Emotional and Communication Difficulties**

Student's social, emotional and communication needs are statistically more likely to exhibit behaviours which challenge those around them and the settings which educate and care for them. One of the reasons for this is that these students generally experience much greater difficulty in expressing their feelings, needs and choices.

Belmont adopts the following general approaches to reduce the likelihood of such behaviours occurring or developing:

- Teaching and learning that is outstanding or at least consistently good
- Teaching and learning that is relevant, differentiated to meet the needs, aptitudes and abilities of the students
- The opportunity to make meaningful choices

- Careful attention to physical and emotional needs
  - Experiences and activities which are appropriately stimulating
- • Consistent and careful management of the environment, including the setting conditions and triggers for behaviours
- Warm and caring relationships with adults and their influence and impact
- Structure, predictability and consistency in daily routines
- Clear and explicit boundaries and rules within the learning environment
- Regular explanation of the rules and expectations
- Clear warnings to students that their behaviour is a cause of concern
- Rewards and sanctions consistently and fairly applied in line with the policy

Students and staff are supported in managing and reducing challenging behaviour by the Student Support Team. The work of the staff team is co-ordinated through the Senior Leadership Team, and is subject to regular review and monitoring.

## **8. Pastoral Support**

The School endeavours to provide support for student that enables them to achieve academically, socially and personally. Systems of support include Teachers, SENCO, Family Liaison, Pastoral Coordinator, Learning Support Assistants and members of the Student Support team. Pastoral support can also take the shape of home/school agreements or specific behavioural contracts, with a clear focus on improving particular aspects of a student's behaviour. Home/school liaison is a key feature in promoting consistency of approaches, parental support and agreed actions.

Where identified individual support is provided consistently by the Pastoral Co-ordinator and experienced Teaching Assistants and SENCO. The staff team will meet to consider and incorporate all professional views from within the school, before revising targets and actions.

The school considers whether the behaviour under review gives cause to suspect that a student is suffering, or is likely to suffer, significant harm. Where this may be the case, the school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

## **9. The Use of Restrictive Physical Intervention (RPI) at Belmont (Care and Control)**

Many of the students at Belmont School display a variety of challenging behaviours which result in a range of strategies, including RPI being used in order to reduce risk. Staff are encouraged to adopt different methods of de-escalation via appropriate training and the promotion of positive relationships throughout the school. By doing

this we wish to create an environment whereby all parties are kept safe but that also encourages students to be involved in the process of being reflective about their behaviours.

The use of physical intervention must take account of the pupil's own best interests, sensitivities and sensibilities; his/her own likely perceptions of situations, his/her emotional state and levels of understanding. Physical intervention, including withdrawal, should never be used as a punishment and must only be used in line with agreed criteria and procedures. The school's staged approach to positive handling appears in Annex 1. Staff should also read the public liability/employers' liability statement in Annex 7.

"Physical intervention" is defined, in accordance with Section 93 of the Education and Inspection Act 2006 as, the application by an authorised member of staff to use reasonable force in relation to a pupil for the purpose of preventing him/her from doing any of the following:

The organisation (Acorn Education and Care) uses MAPA (The Management of Actual or Potential Aggression) as a preferred method of RPI as approved by The Institute of Conflict management (ICM). Members of staff have the power to use reasonable force to prevent students from:

- Committing an offence;
- Causing personal injury to themselves or others, or the likelihood of such an occurrence;
- Significant damage to property, or the likelihood of such an occurrence;
- Engaging in any behaviour prejudicial to the maintenance of the good order of the school environment which, if unaddressed, may incite, anger or disrupt their peers.

RPI involves a proportionate degree of force where a student is showing an increased level of risk to themselves or others. At Belmont School the use of RPI is always used as a last resort where other means of de-escalation are unsuccessful and where the degree of risk has been appropriately assessed. The use of RPI as a strategy in the event of a situation that involves elevated risk will always be determined in reference to:

- The seriousness of the incident
- The relative risks arising from using a physical intervention compared to an alternative strategy.
- The age, needs, culture, background, gender, stature and medical history of the student
  - The application of increasing or decreasing force in response to the student's behaviour.

All of the above would be considered through Risk Assessment and Behaviour Planning, and subject to regular review and monitoring.

"Withdrawal" involves removing a young person from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to return to their usual activities. "Restraint" or "Restrictive Physical

Intervention” involves the positive application of force in order to overpowering the client. The school interprets this to be, the positive application of force to prevent a ACE ED 13 V2 child from acting in a particular way against their will or to make them do something they do not wish to do.

The school recognises that the use of force is only lawful if the circumstances of the particular incident warrant it i.e. that it is both necessary and in the best interest of the child. Further, it recognises that the degree of force used must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be reasonable and the minimum needed to achieve the desired result.

Clearly, it is important that when staff are dealing with potentially dangerous situations involving especially difficult pupils, dynamic risk assessments will be undertaken to ensure their own safety and that of all the pupils for whom they are responsible.

Only those members of staff who have been trained in the use of agreed techniques, i.e. ‘MAPA’, should, in the main, carry out the positive handling of pupils but the school acknowledges that everyone has a right to feel safe and as a result, in emergency situations, individuals who have not received the appropriate training may use reasonable responses to protect themselves from harm. The school ensures that it has access to qualified trainers and that regular training sessions are provided with the support of other qualified trainers. In addition, any technique used should be in line with information contained in the pupils’ Positive Handling Plan.

Note:

- All staff receive an initial MAPA training programme during induction. Further training, usually within 6 – 8 weeks of appointment, means all staff will normally hold a 12-hour training certificate.
- The school will operate a programme of training updates where significant changes to the MAPA strategies occur. In addition, the school will operate a cycle of holding a full 6 hour refresher course for all staff each year.
- The school maintains a register of staff who have completed the MAPA on their Management Information System, Cascade and via the schools training matrix.
- The current MAPA instructors are:  
Miss E Fletcher, Mr R Cesarion (secondary based) and Miss R Hill (primary based)

The training of staff in dealing with behaviour management should be in line with the recommendations of ‘MAPA’ and includes:

- Building and maintaining good relationships
- Managing good behaviour through the interpretation of verbal and non-verbal cues, and conflict management techniques
- De-escalation
- The use of physical intervention.

Before using physical interventions the following key points should be considered in relation to any given situation:

- It is essential that the use of physical intervention is seen as a last resort. Every effort must be made to look for effective ways of working with pupils that do not involve using them. Pupils' Positive Handling Plans should set out clearly strategies which should be followed;
- The circumstances in which the use of force is appropriate can include those where it is imperative that pupils comply with instructions - for example to stop hitting another pupil or damaging property, or not leaving the room when repeatedly asked to do so, for their own safety;
- In the overwhelming majority of cases, staff should first give pupils a warning, a clear direction and the opportunity to comply. The issue is not about whether staff can ever enforce compliance but rather in which circumstances it would be reasonable to do so;
- It is not acceptable or justifiable to use force to obtain compliance because other strategies will not work or the issue is not serious enough to warrant it.

Whilst the use of physical intervention is generally deemed to be the last resort there are circumstances where this will not apply. Records of incidents involving particular pupils will sometimes show that there are set patterns to their behaviour which, if unchecked, will lead to it becoming dangerous or exceptionally disruptive. In these circumstances, it could be reasonable to exercise a mild degree of physical intervention at a relatively early stage. To ensure that this early intervention is only ever used when justified, records of incidents are regularly reviewed and used to inform the management strategies of the pupils concerned. Such use of force may include staff physically preventing a young child from running out onto a busy road.

All incidents of physical intervention are recorded and monitored rigorously. The school keeps detailed, contemporaneous, written reports of all interventions where any form of restrictive positive handling is used. Where incidents occur that result in a pupil having a restrictive hold being applied, on the same day of the incident, the pupil will be seen by a member of the management team (SLT or middle manager), a detailed report is submitted by a key members of staff involved in the incident and the parents/carers are informed of the incident one the same day or at the earliest possible time following. Thereafter, a post incident review is undertaken to support the pupil, the staff involved, rebuild relationships and ensure that lessons are learnt from the incident.

Full details of:

- Approaches to the positive handling of pupils and how these are monitored appear in Annex 1,
- How a positive handling situation is recorded appear in Annex 2,
- The description of how to complete a physical intervention report form appears in Annex 2A,
- Annex 2B is the prompt sheet for the Pupil Post-incident review and reflection.
- Annex 2C is the prompt sheet for the Staff Post-incident review and reflection.
- The school's Serious Incident Log and Sanctions Log procedures appear in Annex 3,
- The use of a Pupil Positive Handling Plan (PHP), an example of a PHP and the review document for a PHP appear in Annex 4.

It should also be noted that it is accepted that sometimes an incident can escalate to a high level very rapidly and with little or no warning. In these instances, staff may have to take emergency action whilst trying to use MAPA methods to intervene safely. Although all techniques used seek to avoid injury to the pupil there is some potential for possible bruising or scratching to occur accidentally. These are not to be seen necessarily as a failure of professional techniques, but a regrettable and infrequent side effect of ensuring that the pupil remains safe. Such marks will be recorded on a Body Map (annex 6), reported to parents/carers and discussed in the post-incident review

## **10. Rewards and Sanctions Statement**

Rewards and Sanctions form part of the School's Behaviour Policy practices and procedures. Rewards should reinforce positive behaviour or recognise a good achievement across all learning environments. Sanctions should be consistently applied and explained to deter unacceptable behaviour.

### **REWARDING SUCCESS**

Staff should adopt a positive approach to improving student behaviour. Such an approach must focus on rewarding effort, developing positive relationships and to help build student's self-esteem. At Belmont School, staff help to create an ethos of "Positive Achievement" in the following ways:

- a. Personal praise and reward
- b. Sharing an individual's success in daily Education briefing
- c. Celebrating success in school assemblies
- d. Displaying student's work – classroom, school displays, website
- e. Informing parents and carers of an individual's success
- f. Celebrating individual achievement of learning and behavioural targets
- g. Student's keeping personal records of achievement
- h. Extra trust, responsibilities and privileges can be earned
- i. School Merit Awards (1-4) – No removals from class or social times
- j. Super Merit – No removals over a 4 week period
- k. Daily points scheme to recognise good behaviour
- l. The school will also reward students who are striving to improve their
- m. performance by awarding "Pupil of the Week" awards
- n. Access to weekly activities and reward via the "options" system
- o. Selection to represent the school in a range of activities and events (e.g. sports teams)

### **How does the points system work?**

Used positively to encourage a pupil to engage and remain on task. Points are attained through positive engagement rather than taken away following negative actions

- A maximum of 5 points can be earned during the course of the lesson. Points are tracked by the PSW working with the group or individual and awarded from a combination of a pupils effort, behaviour and attainment.

## Rating system

5 – Good lesson, full attendance, no issues

4 - Warning, low level disruption

3 – Lost break

2 – In class / and/or removal from class

0 – Removal. Did not return or attend class

- Points are discussed with the pupil at the end of each lesson
- Points are logged by the PSW every lesson and tracked during the course of the week
- PSW's are able to provide each pupil with regular updates as to the number of points they currently have attained at any one time
- Certificates will be awarded to the “pupil (s) of the week” in each key stage. Winners are determined via staff nomination (as agreed by mutual consensus)
- Successes and achievements will be celebrated at the end of every week during Friday morning assembly

## Weekly ‘options’ points system

The criteria below outlines the point attainment required for a pupil to select their weekly activities:

110-120	=	Paid work / activities – First choice (including Tier 1 activity)
90-109	=	Tier 2 activity (including off site)
70-89	=	Tier 3 activity (on site only, paid work not available)
Below 70	=	Catch up work missed – then choice from remaining activities

# 11. Unacceptable Behaviours and Sanctions

## UNACCEPTABLE BEHAVIOUR includes:

- Physical assaults
- Verbal abuse
- Play fighting
- Bullying and intimidation
- Discrimination and prejudice towards age, ability, gender and gender identity, race, sexual orientation or religion
- Smoking is NOT permitted and will be treated as a serious breach of the school code of conduct.
- Alcohol and the use of prohibited drugs will also be treated as a serious breach of the school's rules.
- The intentional disruption of lessons will not be tolerated. All students are entitled to learn in their lessons; students preventing learning will face consequences.
- The use of mobile phones is prohibited in school, all phones should be kept at home or locked away upon arrival in their respective key stage area each morning

## CONSEQUENCES & SANCTIONS

The age, needs and abilities of the young person should be considered when applying sanctions. Staff must act reasonably, fairly, consistently and proportionately when administering a sanction. Staff should also evaluate the risks or special circumstances when administering a sanction.

The school will apply the following sanctions for breaches of the school's standards of expected behaviour and for displaying any of the unacceptable behaviours listed below. The school will always consult parent/carers and local authority representative if any of the following may have to be considered and will attempt to be as supportive as possible during the exclusion process including regular communication with parents/carers and providing appropriate work for the young person.

### In class sanctions

- Reminder
- Warning
- Lost break
- In-class removal
- Removal (if pupil continues to be disruptive / negatively impact the lesson)

### Examples of behaviours that lead to lost break / removal

- Receiving 2 'warnings' (reminder/warning) in a lesson
- Being removed from class (due to level and nature of their negative behaviour)
- Disruption / negative impact on the learning of others
- Leaving a lesson / areas without permission
- Verbal / physical aggression or threat to another person ☞ Smoking

### **Assembly room ban**

- Removal from lunch/assembly room (1 day ban)
- Persistent unsociable behaviours in the assembly room

### **Offsite Bans**

- Persistent absconding
- Inappropriate behaviour in school vehicles (Refusal to wear seat belts etc.)  
Increased risk posed to themselves or others when attending an offsite activity or event

### **Behaviours that lead to detentions**

- Fighting
- Significant time out of class
- Work avoidance / picking and choosing lessons (academic detention)
- Absconding from school
- Persistent disruption in school and / or local community
- Behaviour or an incident deemed serious enough by SLT / middle management  
**Consideration of Fixed Term Exclusions** (please refer to exclusions policy for greater detail)

The Head teacher will consider applying fixed term exclusions for continuous breaches of the following unacceptable behaviours:

- Verbal abuse of another pupil or staff
- Bullying, Racism, Sexism, Homophobic behaviour, Intimidation
- Persistent infringement of the non-smoking rule
- Persistent disruption of lessons over a long period of time
- Persistent health and safety issues e.g. unsafe travel in transport to and from school, unsafe behaviour off site during the school day
- Assault on staff/peer

### **Consideration of Permanent Exclusion** (please refer to exclusions policy for greater detail)

The Head teacher will consider applying fixed term exclusions for significant / extreme behaviours which may include:

- Violent physical assault on another individual that causes actual bodily harm
- Use of alcohol or prohibited drugs
- Knowingly bringing weapons onto the school site
- Posing a significant risk to themselves or others

## **Considerations of police involvement**

The Senior Leadership Team only are permitted to sanction police involvement on the site of the school. Staff are entitled to consider police involvement but should inform and consult with the SLT before pursuing such action.

The school monitors sanctions for effectiveness of use and seeks pupil comment through sanctions records. A record of all serious incidents is kept on the schools Sleuth reporting system

### **Support after exclusion or concerning behaviours:**

An Individual Behaviour Plan and Reintegration Behaviour Contract is an agreement to monitor concerns after a period of exclusion or concerning behaviour. We initiate a meeting between school, student, and the student's parents/carers that sets limits for student behaviour, rewards good choices, and outlines consequences for poor choices.

The meeting should discuss ways of avoiding further exclusions. For some students setting up a Pastoral Support Programme may be suggested (see below). A parenting contract with support for you may also be suggested (see below).

We focus on 1-3 particular behaviours that we would like to see change. Our aim is to take steps toward improvement so that it feels more "do-able" to the student. We emphasise that the parent, student, and school are all part of the same team. The method to be used on a daily basis for monitoring student behaviour includes a contract signed by all parties that will state rewards and consequences that correlate with behaviour choices. Good school-to-home communication helps significantly with progress with students. The student is asked for input which encourages him to connect into the process even further.

Teachers are consistent with the student in the classroom, adhering to the wording of the behaviour contract agreement, emphasizing the positives that come along with good behaviour choices and encouraging the student to get used to new habits of good behaviour.

The school will make every attempt to promote positive behaviour. The school hopes that by promoting positive behaviour all students will access the wide range of rewards and incentives available.

## **Alternatives to exclusion**

Exclusion should not be used if there are possible alternative solutions available. Examples of alternatives to exclusion schools may want to try include:

- a) using a restorative justice process, which enables an offender to redress the harm that has been done to a 'victim', and enables all parties with a stake in the outcome to participate fully in the process. This has been used successfully to resolve situations that could otherwise lead to exclusion.

- b) internal exclusion, which can be used to diffuse situations that occur in school that require a pupil to be removed from class but may not require exclusion from the school premises. The exclusion could be to a designated area within the school, with appropriate support, or to another class on a temporary basis, and may continue during break periods.
- c) a managed move. If a school feels that it can no longer manage the behaviour of a particular pupil, the school may ask another school to take over his or her education. This should only be done with the full knowledge and cooperation of all parties involved, including the parents and the LEA, and in circumstances where it is in the best interests of the pupil concerned. Parents should never be pressured into removing their child from school under threat of a permanent exclusion, nor should pupils be deleted from the school roll to encourage them to find another school place. Section 9 of the Education (Pupil Registration) Regulations 1995 details the only lawful grounds for deleting a pupil's name from the school roll.

## **12 Expected Standards of Student Behaviour**

Belmont School will provide clear behaviour guidelines to Students and Parents, with regards the School's expectations. The school sets high standards of behaviour from students both in and out of school, the following is a code of conduct for students;

- Students are expected to be polite, respectful and use appropriate language at all times with staff, other students and visitors
- Students are expected to cooperate and comply with staff requests and instructions at all times
- Students are expected to engage positively in all lessons, completing set work and requesting support appropriately
- Students are expected to achieve their potential and apply themselves across all aspects of the curriculum
- Students are expected to cooperate and comply with Health and Safety requirements e.g. the wearing of protective clothing in Science, Art, PE and DT lessons
- Students are expected to cooperate and comply with the School dress code
- Students are expected to cooperate and comply with the schools policies and procedures on mobile phones, smoking, the use of the internet, weapons and drugs
- Students are expected to uphold the good reputation of the school
- Students are expected to behave appropriately and engage with staff and the active positively during unstructured times of the day, after school clubs and educational visits
- Students are expected to refrain from any acts of intimidation, threats or acts of aggression towards other students, visitors, members of the public and staff
- Students are expected to cooperate and comply with the Equality and Diversity Act 2010, which stipulates that all members of the school community respect SEN, religious faith and beliefs, race/ethnicity, sexual orientation, gender and immigration status

Every student will be expected to follow the classroom expectations as set out below:  
**Classroom Expectations (displayed in key areas around the school)**

1. Pay attention and follow instructions.
2. Respect others, their space and their belongings.
3. Work quietly and do your best.
4. Use positive language and remember – ‘please’, ‘thank-you’, an ‘excuse me’.
5. Safely use, don’t abuse, equipment and furniture.
6. Think before you act
7. Be tidy – a place for everything and everything in its place.
8. In your seat not on your feet. **Annex 1**

### **Positive Handling of Pupils**

The school accepts that despite our philosophy, ethos and experience, pupils may on occasion be unable to responsibly control their own actions. All parties must agree that, for the pupils’ own welfare, there is the need for Positive handling in some circumstances and set procedures; relating to this that must be followed. Presented below are the procedures adopted by our school, which include:

Stage 1. De-escalation and Avoidance tactics. Stage 2.

When positive handling may be required, Stage 3.

Agreed methods of positive handling.

Stage 4. Recording a positive handling incident.

Stage 1. Avoidance Tactics.

The positive handling of a pupil is not desirable and should be avoided whenever possible. Aspects of effective de-escalation and avoidance tactics include:

- Staff recognising the signs displayed by individuals prior to a difficult situation occurring
- The use of extensive and varied de-escalation techniques, such as change of staff or environment and distraction
- The use of a variety of responses by staff in order to defuse a situation or reduce the risk of a situation escalating
- The use of the information gathered at the referral, the interview and at the home visit in the form of a Pupil Summary Report to ensure all staff are aware of each individual pupil’s potential difficulties.

### **Stage 2. When positive handling may be required.**

Positive handling will be used in the following circumstances and, normally, only when all other practical options have been exhausted. It is important that staff attempt all possible methods outlined in Stage 1 before proceeding to Stage 2.

Positive handling may be required when pupils are involved in: -  Committing an offence;

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- Causing personal injury to themselves or others, or the likelihood of such an occurrence;
- Significant damage to property, or the likelihood of such an occurrence;
- Engaging in any behaviour prejudicial to the maintenance of the good order of the school environment which, if unaddressed, may incite, anger or disrupt their peers.

### **Stage 3. Agreed Methods of Positive Handling.**

Where possible the positive handling of pupils is always avoided, however if pupils who are identified in Stage 2 of this procedure refuse to respond to verbal requests then all staff will use the graded and gradual approach to physical intervention as set out by MAPA and in which all staff are trained.

When using MAPA there are six basic principles;

- The safety of the child and staff member is of paramount importance,
- The minimum of physical force is used for the minimal amount of time,
- The purpose of the interaction is to limit the harm the pupil can do to themselves or others and property,
- The positive handling is employed to contain the situation until the pupils' selfcontrol is regained,
- The staff must retain control in a positive handling situation,
- The security and safety of all children in the school is of paramount importance.

The following is an example of a typical basic sequential format. It is unlikely that once the positive handling of a pupil becomes unavoidable that this sequence will be adequate for all situations and therefore must be looked upon as a general indication as to what methods are acceptable.

**Note:** In exceptional circumstances, where:

- The intensity and duration of a pupils behaviour is deemed excessive, and/or
- There is a clear health and safety risk to staff and/or other pupils, and/or
- A criminal offence has been, or is likely to be, committed, the police may be called to deal with the incident.

Option 1.

Where possible do not actually physically hold the pupil. Try the following techniques:

- If the pupil is sitting then hold the arm of the chair and stand close to the pupil, Allow the pupil to stay in a corner of a room in his/her own space, or In a withdrawal room, put yourself between the pupil and the exit..

Option 2.

To be used in conjunction with option 1 but to be moved on to if staff feel it is necessary to hold the pupil. This should initially only be a minimum token of physical control, for example gently guiding a child using a low level hold. From this point as soon as possible revert to option 1. (These actions must be recorded in the agreed manner.)

Option 3.

From this point the situation must be fully recorded on Sleuth. This is when more obvious control of the pupil is required, for example the use of two person response.

**The approaches learned from INSET delivered by MAPA instructors must be followed at all times.**

#### Negotiation.

During any of these options staff should continually talk to the pupil, explaining what is happening and why, while always providing an option of a way out of the situation. If a pupil is unwilling to negotiate with a member of staff then a different member of staff should negotiate with the pupil. Replacement staff should also take over if/when the presence of an individual member of staff is thought inflammatory.

Pupils will return to programmes as soon as they are judged fit to do so by the school Student Support managers. This decision will be made as part of a process of negotiation and will relate to the pupils' verbal and non-verbal responses. An appropriate return to programme will be agreed.

#### Stage 4.

All positive handling situations will be recorded, as appropriate, on a Physical Intervention Form on Sleuth and in the Physical Intervention log.

## **The monitoring of physical interventions**

All physical interventions at any level are recorded in the Physical Intervention Log, and via the Sleuth electronic recording system. The Physical Intervention Log is available to the Senior Leadership Team at any time who review it on a daily basis.

The information recorded in the log allows incidents relating to specific pupils to be tracked. This data can then be used to review approaches to the management of particular pupil's behaviour and new Positive Handling Plans to be developed.

All RPI records are reported, recorded and stored through Sleuth.

It is the responsibility of the Head teacher (or an appointed management colleague) to review all records and to raise any issues with the appropriate person i.e. Pupil

- Member of staff
- Safeguarding Officer
- Parent/carer
- Chair of Governors

The Head teacher (or appointed senior colleague) may decide to raise such issues with:

- Local Authority representatives  Social Care representatives or  Any other agency involved.

## **Annex 2**

### **Recording a positive handling situation**

Head teacher School accepts the definition of restrictive physical intervention as “the positive application of force with the intention of overpowering the client.” (DOH “Permissible Forms of Control” 4/93...Section 5.2). The school will record all incidents where force is used to control the pupil. There are, however, occasions where it is necessary to use physical interventions that do not require the “overpowering” of the pupil e.g. in incidents that use prompts and guides. These incidents will not routinely be recorded unless there is a cause for concern.

## **Annex 2A**

### **Completing the Record of RPI**

Staff are responsible for informing the Pastoral/ Student Support Team of any incident they are involved with. The Student Support Team will agree from the list of staff involved with the intervention which person will be responsible for completing the appropriate sections of the form. The RPI form on Sleuth MUST be completed on the same day the incident occurs. The pupil will be interviewed by a member of the SLT and the parent/carer will be informed of the incident. The member of the SLT who

interviewed the pupil will read the submitted report within 24 hours to determine if there is a safeguarding concern.

Note: All sections of the form must be completed.

If the senior manager (or appointed reviewing member of staff) is dissatisfied with the completion of the form the member of staff involved will be asked to discuss the matter and ensure all aspects of the form are completed appropriately.

## Annex 2B

### Prompt sheet for Pupil Post-incident Review and Reflection

To maximise the support given to the pupil, the post-incident review should take place before the member of the Senior Leadership Team responsible for evaluating the incident receives the staff report.

- Ask the pupil for their **version of events**
- Ask whether the pupil has sustained any **actual/potential injuries - body map and injuries to be recorded in pupil accident book.**
- Discuss any **triggers** and attempt to get the pupil to **reflect** on how the incident could have been avoided
- Ask the pupil if **they** could have done anything differently to prevent the physical management.
- Does the pupil think that the **staff responses were reasonable and proportionate** to the behaviours being displayed? If not, record their reasons
- Does the pupil wish to make a **complaint** about how the incident was managed? If yes, the intervention is to be recorded at level 2.
- Make a judgement whether a staff-pupil **relationship is damaged** and make plans to repair this relationship
- Explain to pupil that this **review will be shared with members of staff** involved in the incident
- Agreed **follow-up actions Annex 2C**

### Prompt sheet for Staff Post-incident Review and Reflection

This post-incident review is to take place by the member of the Senior Leadership Team responsible for evaluating the incident after the Pupil Post-incident Review and Reflection.

- **Clarify any points** for discussion from the incident report. Pointers ✦
  - Was a two person response used? If not why?
  - ✦ Get staff to discuss the trigger and how this was identified and managed.
  - ✦ Was the pupil managed in-line with their PHP?
  - ✦ Were graded and gradual responses used?
  - ✦ Was the intervention necessary, reasonable and in the best interest of the child?

□ Did the member of staff receive **any injuries?** (**Has it been recorded in the accident book?**)

- **Reflection** of the incident
  - ✦ How could the incident be managed differently
  - ✦ Share the pupil's view with the member of staff.
- **Implications** for the Pupil's PHP?
- Agreed **follow-up actions** **Annex 3**

### **The Serious Incident Log and the Sanctions Log**

The school will keep up to date records of serious incidents and sanctions. The Pastoral Team is responsible for the daily tracking of pupils' lost breaks, missed lessons, physical intervention, detentions. The log is stored electronically on Sleuth and is accessed by Senior Management and Pastoral Team.

In addition, logs for: Sexual Harassment & Inappropriate Sexual Comments, Racist Comments, Bullying Incidents, Cause of Concerns and Serious Incidents are kept on the online system, Sleuth. It is the responsibility of all staff to ensure serious incidents and causes for concern are reported and recorded in line with standard practice and procedures.

These logs are overseen, reviewed and maintained by the Operations Manager, Pastoral Manager, Safeguarding Lead and Key Stage Heads.

### **Annex 4**

### **Using the Positive Handling Plan**

#### **Guidelines**

- PHPs to be produced following:
  - i) A assessment of information gathered from the pupil referral, the school based interview and home visit which indicates that there is a risk of physical intervention being required,
  - ii) Following a series of physical interventions which are concentrated over a relatively short period of time. iii) Following any serious incident or increased cause for concern
- PHPs to be reviewed half-termly (or sooner following a major incident or increased cause for concern)
- Pupils to be consulted when drawing up and reviewing PHPs.
- A register of pupils with PHPs and copies of current PHPs and to be kept centrally (staff share)
- Copies of PHPs to be kept by appropriate staff and in pupils files.
- All staff to be aware of contents of PHPs for health and safety purposes.

# Pupil Individual Risk Assessment

Name of pupil:

Date of birth:

Issue no:

Issue

Risk assessment completed by: date:

Other persons involved in the Risk assessment:

Reason for Risk assessment:  prior to admission/on starting school

in response to staff concerns [

following a series of incidents

following a major incident

## Potential Hazards analysis

<b>Behaviour/ Hazard</b>	<b>Opinion (O) or Witnessed (W)</b>	<b>Reference documents that evidences the hazard</b>	<b>Seriousness of outcome (A)</b> 1- trivial injury/ illness to 5 - fatality	<b>Probability of hazard (B)</b> 1- improbable to 5 - almost certain	<b>Severity risk score (AxB)</b>	<b>Risk reduction plan needed</b>
Violence/ aggression to peers						
Violence/ aggression to adults						
Impulsive dangerous behaviour						
Self-harm						
Damage to property						
Harm from absconding						
Other						

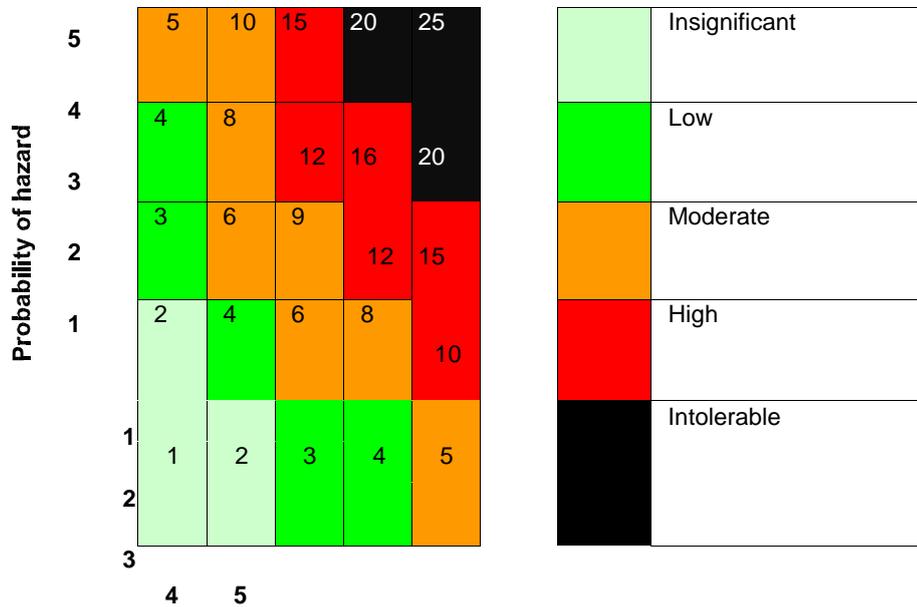
If a score of 5 or more is reached, a risk reduction plan is required.

**Seriousness of outcome:**

**Probability of hazard:**

1	Foreseeable outcome is upset or disruption.	1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain.
2	Foreseeable outcome is harm necessitating first aid, and/or causing distress or minor damage.	2	The 'risk of harm' has occurred in the last 12 months, the context has changed to make a reoccurrence unlikely.
3	Foreseeable outcome is 3+ days lost time injury/illness.	3	There is an even chance of the 'risk of harm' returning.
4	Foreseeable outcome is hospitalisation, significant distress or extensive damage.	4	The 'risk of harm' is more likely than not to occur again.
5	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage.	5	The 'risk of harm' is persistent and constant.

**Risk Level Matrix:**



# PERSONAL MANAGEMENT PLAN - **Level 1** – Pupil Profile

1. PUPIL DETAILS			
<b>Pupil Name:</b>	Example	<b>Class group:</b>	Example
<b>Date of plan:</b>	Example	<b>Next Review Date:</b>	Example
<b>Written by:</b>	Example		

2. PRECIPITATING FACTORS – TRIGGERS / POTENTIAL REASONS FOR BEHAVIOUR			
Challenging authority – intentional or not		Peer dynamics / conflict	
Changes in staff e.g. PSW		Personality clash	
Detention – difficulty accepting		Pressure / Demands/ response to challenge	
External Issues (police, YOT, etc.)		Refusing to leave an area	
Failure to accept correction/sanction		Response to change, changes in routine	
Family Issues		Social Interaction difficulties	
Frustration / Anger		Sports / competitive activities	
Lack of confidence / low self esteem		Stimulated/ influenced by presence of peers (List if same person (s):	
Learned behaviour		Substance Abuse	
Learning /Educational difficulties		Too much responsibility or freedom	
Medication (untaken)		Unable to accept basic instruction/direction	
Medical need ( <i>refer to form 1b</i> )		Unpredictable / Not set pattern	
Non-preferred/ specific lessons (please state)		Other (please state):	
Not getting 'own way' / the word No.		<b>No negative behaviours currently displayed</b>	

3. IDENTIFYING RISK BEHAVIOURS / PHYSICAL INTERVENTION							
<b>Topography (types) of behaviour:</b>							
Verbal abuse		Punching		Hair grab		Slapping	
Kicking		Spitting		Biting		Flight risk	
Clothing grab		Arm or neck grab		Butting (Head)		Disrupting good order	
Weapons /Missiles		Threats of assault		Allegations		Self-harm	
Other (please state)				<b>RPI management not currently required</b>			
<i>(Identify and describe what the behaviour looks/ sounds like)</i>							

A. RECOMMENDED INTERVENTION STRATEGIES / PIVOTAL MAPA	
<b>Verbal Intervention de-escalation techniques</b>	<b>Notes / Comments</b>
Scripted intervention techniques <ul style="list-style-type: none"> <li>• Interrupt</li> <li>• Redirect</li> <li>• Reinforce</li> </ul> Fogging <ul style="list-style-type: none"> <li>• I understand</li> </ul>	

<ul style="list-style-type: none"> <li>• I can see</li> <li>• I hear what you are saying etc</li> </ul>	
Verbal intervention technique – Empathic Listening <ul style="list-style-type: none"> <li>• Give your undivided attention</li> <li>• Be non-judgemental</li> <li>• Focus on feelings (not always the facts)</li> <li>• Allow silence for reflection</li> <li>• Use restatement to clarify messages</li> </ul>	

B. ALTERNATIVE DE-ESCALATION STRATEGIES			
<i>(ways and strategies that, where possible, should be attempted before the use of physical intervention)</i>			
<b>De-escalation strategies</b>	<b>T</b>	<b>A</b>	<b>Notes / Comments</b>
	<b>r</b>	<b>v</b>	
	<b>y</b>	<b>o</b>	
		<b>i</b>	
		<b>d</b>	
Scripted intervention			
Paraverbal (use of tone, voice, cadence)			
Limit setting (clear choices, options, expectations)			
Withdrawal to another area (please specify any preferred areas in school)			
PMP (specific strategies followed)			
Time out			
Verbal advice and support			
Talk privately			
Negotiation			
Silence / Planned ignoring			
Remove audience			
Reassurance			
Giving space			
Distraction (change subject / known likes)			
Take up time (keep busy, jobs, work around school etc)			
Humour			
Contingent touch			
Verbal lead – different voice			
Rotate staff / Changing face			
Use of key / specific staff <i>(please list)</i>			
Positives / success reminder			
Other: (please state)			

#### 4. MAPA PHYSICAL INTERVENTION STRATEGIES

				Notes / comments
Not prone to RPI				
Reasonable Force				
	Low	Medium	High	Notes / comments
Standing hold				
Seated hold				
Wrist/Arm disengagement				
Hair disengagement				
Clothing disengagement				
Head management				
Leg management				
Is the pupil prone to spitting? (if yes give details in comments)	Yes (Y)		No (N)	

5. STRATEGIES TO BE AVOIDED (if any/known)

6. POST INCIDENT ACTION / DEBRIEFING PROCESS
<i>(This should always include restorative approach where possible, please state any issues with restorative approach for example pupil unwilling to engage/refusal etc. If pupil refuses please consider revisiting preferably same day)</i>

7. GENERAL OVERVIEW & PUPIL COMMENTARY (including any strengths or plus points)

**MONITORING AND REVIEW**

- This plan is subject to termly review
- Plan should also be reviewed/updated following:
  - any significant incident or RPI
  - in response to growing concerns
  - in view of any major changes in personal circumstance

## Annex 5

### Introduction

This policy seeks to support the school aims and values to provide a caring, structured learning environment in which all pupils can develop academically, socially and emotionally, to their full potential and in which pupils and staff feel safe, secure and valued.

### Aim

To provide clear direction to all staff about procedures for dealing with safeguarding issues.

### Objectives

- To ensure good practice and sound procedures in school in the management of safeguarding issues.
- To ensure that all safeguarding concerns are handled sensitively, professionally and in ways which support the child.

### Rationale

By preparing and implementing a clear policy on the management of issues relating to safeguarding Head teacher School can contribute effectively to the protection and support of pupils in the school.

- The school aims to ensure this through three main elements – prevention, appropriate response and support.
- The school aims to **prevent** child abuse by promoting the self-esteem and confidence of its pupils so that they can use clear lines of communication with trusted adults if they need to.
- In order to protect children the school will follow agreed procedures and will train staff to **respond** appropriately and sensitively to safeguarding concerns.
- Children who have experienced abuse need support. Head teacher School will provide sensitive and appropriate **support** and understanding to any pupil who is known to have been abused and requires this support.

### School Commitment

- Head teacher School will promote and maintain an ethos where its pupils feel secure and are encouraged to talk, and are listened to. This will be achieved through the positive and trusting relationships developed between staff and pupils.
- All pupils will be regularly assured that they can approach any adult of their choice if they are worried or in difficulty.
- Prevention will also be addressed through the curriculum in the form of PSHE lessons where pupils will be equipped with the skills they need to stay safe from abuse.
- In PSHE lessons they will also be encouraged to develop realistic attitudes to the responsibilities of adult life, particularly with regard to parenting skills.
- The school will endeavour at all times to develop positive relationships with parents.
- The school will work together with other agencies in the best interests of pupils about whom there is cause for concern.

## **Roles and Responsibilities**

All adults working with children have a responsibility to protect children. Therefore all staff in the school share responsibility for addressing Safeguarding issues.

### **The Head teacher**

- To ensure that there is at least one member of the Senior Leadership Team designated as Designated Safeguard Lead
- To ensure that staff receive appropriate training

### **Designated Safeguarding Officers (Currently S Townend, Deputy D Rainford both secondary, M Higgins - primary)**

- To acknowledge and note any concerns brought to them by staff relating to Safeguarding issues
- To keep detailed records of concerns and subsequent action taken.
- To make the decision whether to refer concerns to the relevant Children's Services Department.
- To ensure that, where it has been decided not to make a referral, the pupil's wellbeing is monitored and a record kept of the monitoring process and outcomes.
- To provide other agencies with information on Safeguarding issues when appropriate, given their sensitive and confidential nature.
- To record complaints by pupils made against staff of the school and follow the school's Complaints/Allegations against Staff procedures. (*See Allegations against Staff Procedures*)
- To ensure that any pupil about whom concerns are being investigated has support from a member of staff they like and trust.
- To ensure that staff are familiar with Child Protection procedures.
- To attend Child Protection conferences when requested to do so and to provide reports for conferences as required.
- To keep up to date on CP training and development.

### **The Staff of the School**

- To deliver a curriculum which promotes the prevention of and protection from child abuse.
- To support the school in providing an atmosphere and ethos in which pupils feel secure and are encouraged to talk and be listened to.
- To listen to any child who approaches them wishing to share worries and concerns with them.
- To be supportive of such pupils, while helping them understand that they cannot guarantee absolute confidentiality.
- To be alert to any signs of any form of abuse in the pupils they have contact with.
- To report any such concerns both orally and in writing to one of the Designated Safeguarding Officers.
- To take part in any training provided by the school on child protection issues.
- To understand and practise the school's safeguarding procedures.

## **Training**

The school's Designated Safeguarding Officers have had training for their role. The school will also ensure training is provided for staff in the recognition of abuse, how to deal with disclosures from children and the procedures they should follow after such disclosures or when they have made observations which concern them.

## **Confidentiality**

The issue of confidentiality will be addressed at all training sessions. No member of staff can guarantee a child confidentiality. This is for the protection of that child and because no suspicion of abuse may go unreported or unrecorded. Any child wishing to make a disclosure will be told sensitively that the adult will need to pass on information which relates to the safety of the child or another child, and will be helped to understand that this must be so.

Information regarding individual cases will be only shared with staff who, for the well-being of the child, need to have all or some of this information.

## **Records and Monitoring**

- All concerns about possible abuse will be recorded in writing and a Child Protection file for the child will be opened.
- All subsequent action, copies of referrals, reports and correspondence will be kept in the child's CP file.
- All records will be kept locked away in a secure area. Only the Head teacher and the Designated Safeguarding Officers will have access to the files.

## **Support of Pupils at Risk**

Belmont School recognises that children who have been abused or have witnessed violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. The school recognises that their behaviour may be challenging and defiant for this reason and that this needs to be taken into consideration when managing their difficult behaviour.

It is also recognised that some children who have experienced abuse may in turn abuse others. The school will provide appropriate help and support in a considered and sensitive way in such cases.

Where a history of abuse is known this will be taken into account in any Positive Handling Plan produced for the child to ensure that should physical intervention ever be required memories of previous distressing experiences are not reactivated, thereby causing further distress.

## **Allegations against Staff**

In the event of allegations being made against staff or the Head teacher the school procedures based on those recommended by Acorn Education and Care are followed. (*See Allegations against Staff Procedures*)

## **Other Policies**

This policy should be considered alongside the following policies:

- Bullying Policy
- Special Educational Needs Policy
- Allegations against Staff Procedures

### **Conclusion**

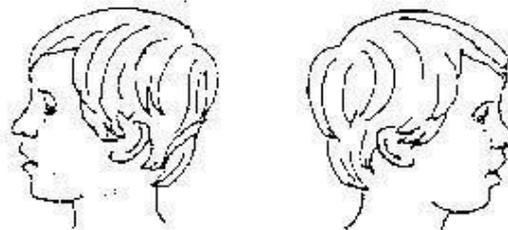
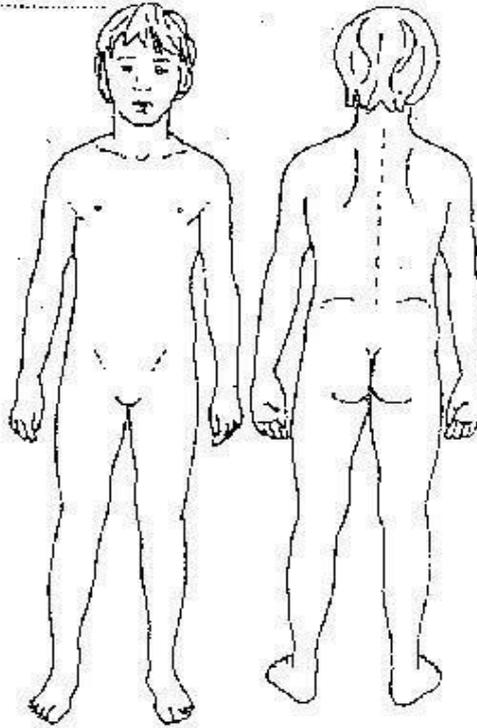
Every effort is made to ensure that pupils in the school are protected against abuse and supported if abuse has taken place. The effectiveness of the school's policy depends on staff vigilance, the development of trust between pupils and staff and the consistent following of Safeguarding procedures in school.

## Annex 6

### Belmont School Teacher School Body Map

NAME .....

DATE .....



Please indicate injuries / marks observed and record explanation given by pupil (if any) carry on overleaf if necessary

Recorder's name and designation .....

Designated person's signature .....

Bodymap.rep

## Annex 7

### Belmont School Complaints Procedures

#### Complaints from Parents or Carers

The procedures below will be followed in the event of a complaint being made by parents or carers against the school.

1. If parents or carers have a complaint against the school they may initially wish to contact the school informally either by telephone, by note or personally after making an appointment. The school will investigate the complaint and will respond with the outcome within five working days.
2. If parents or carers are not satisfied with the response they should write formally to the Head teacher. The Head teacher will investigate the complaint further and respond in writing within five working days. If the complaint is against the Head teacher the complaint should be addressed to the Chair of Governors by sending it for his/hers attention to the school address. The School Director will investigate and respond within five working days.
3. If the parents or carers are still not satisfied with the response they should inform the Chair of Governors who will arrange a panel to hear the complaint. The panel will comprise three people not directly involved in the matters detailed in the complaint. One member of the panel will be independent of the running and management of the school. The date of the panel meeting will be arranged to take account of the convenience of the parents or carers as well as the school and will take place within a time limit of fifteen working days.
4. Parents or carers will be invited to bring with them another person or persons to support them at the panel hearing if they wish.
5. The panel will hear the complaint and will hear the outcome of the school's investigations and its response to these. The panel will then make findings and recommendations which will be communicated in writing within five working days to the Chair of Governors, the Head teacher, the parents or carers and, where appropriate, the person complained about.
6. A written record of all complaints and their resolution will be kept. These records and any correspondence relating to a complaint will remain confidential except where the Secretary of State or a body conducting an inspection under section 163 of the Education Act 2002 requests access to the records. **Complaints from Pupils**

The procedures below will be followed in the event of a pupil making a complaint against a member of staff, a fellow pupil or any other person or situation either in school or outside.

Pupils may wish to talk to an adult they trust about a situation relating to school or to a situation outside school. Pupils are reminded that, although they may speak to any member of staff, there may be occasions where information will have to be referred to other agencies such as Social Care.

Within school pupils may talk to: □

Teachers

- Learning Support Assistants
- Student Support staff
- Head teacher
- Chair of Governors
- School Counsellor

A pupil may merely need a trusted adult to talk a situation through with and may not be making a formal complaint. However, all actual complaints made by pupils will be recorded by the member of staff in the Complaints Log. The school response to the complaint will also be recorded. If the complaint is serious the pupil's parents/carers will be informed of both the complaint and the outcome. Some complaints will be referred to other agencies or to the Local Authority. If necessary a meeting will be called to discuss the issues further.

A pupil may ask to speak to an adult from an outside agency, independent of the school. The school will wherever possible put the pupil in contact with a representative of the appropriate agency or with an independent adult. The referral will be noted in the pupil's file.

## **Annex 8**

### **Public liability/employers liability: all employees**

In brief the public liability/employers liability policy indemnifies all employees against claims from third parties or fellow employees. As long as each employee is working within the scope of their duties they cannot be personally responsible for any action of negligence. Acorn Education and Care will take over the defence of any action.

The key wording in this is 'working within the scope of their duties'. Therefore if those persons trained in the Management of Aggressive Behaviour are now deemed qualified by a nationally accredited organisation to train others, in this case MAPA and this is a requirement of their normal duties, an indemnity will be provided in the event of a claim.

Public liability/employers liability: qualified trainers in the management of aggressive behaviour (MAPA) employed by the school.

In brief the public liability/employers liability policy indemnifies all qualified trainers of MAPA against claims from third parties or fellow employees. As long as each trainer is working within the scope of their duties they cannot be personally responsible for

any action of negligence. Acorn Education and Care will take over the defence of any action.

The key wording in this is 'working within the scope of their duties'. Therefore if those persons trained as trainers in the Management of Aggressive Behaviour are now deemed qualified by a nationally accredited organisation to train others, in this case TEAM-TEACH, and this is a requirement of their normal duties, an indemnity will be provided in the event of a claim.