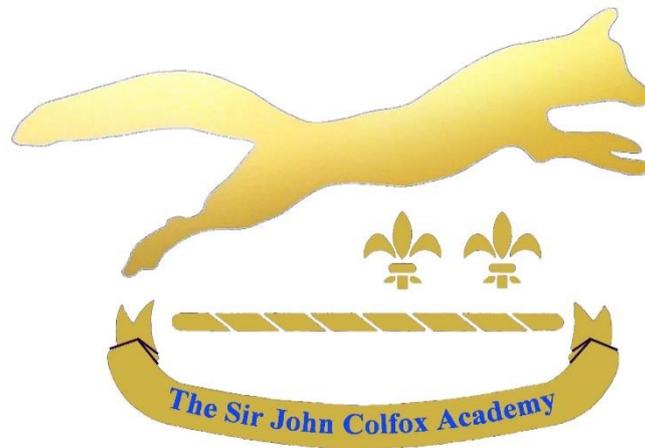


The Sir John Colfox Academy



Therapeutic Behaviour Policy

Headteacher:

Adam Shelley

Policy Written by

The Sir John Colfox Academy

Policy Reviewed _____ December 2022

Ratified by Board of Governors _____

Date for Review _____

Signature of Chair _____

BEHAVIOUR FOR LEARNING POLICY 2022-2023

SECTION ONE: VISION AND VALUES STATEMENT.

The Behaviour for Learning policy, approaches to managing behaviour and issuing rewards at our school is currently under review. During the academic year 2022-2023, school staff will be trained in the Dorset Steps approach to managing behaviour. This is a therapeutic and relational approach.

This policy is a hybrid and interim policy designed to incorporate systems familiar to staff (language used in the previous system is referred to for ease) to support them in managing behaviour, whilst outlining the principles of the new approach. It outlines the procedures in place to support staff in promoting pro-social behaviour 2022-2023, and draws attention to some of the key principles of a therapeutic approach to managing behaviour. As staff become more aware and confident in the aims of the new model, it is hoped that we will see a gradual understanding come to fruition in practice. We will manage the development of internal discipline to gradually replace external discipline – using an approach based on self-direction and self-motivation to replace control measures such as bribery and punishment.

Key aims of therapeutic behaviour management:

To promote the inseparable link between teaching, learning and behaviour.

To improve staff confidence and safety in applying a therapeutic approach within their class dynamic.

To support the inclusion of those pupils with difficult or dangerous behaviours.

To ensure a positive environment for safe learners.

To reduce exclusions.

This therapeutic behaviour policy should be the plan for the majority of students. In addition to this, some may require a Therapeutic Plan to formalise strategies that differentiate from policy. Others may need a more flexible approach at times of anxiety and change or in specific circumstances.

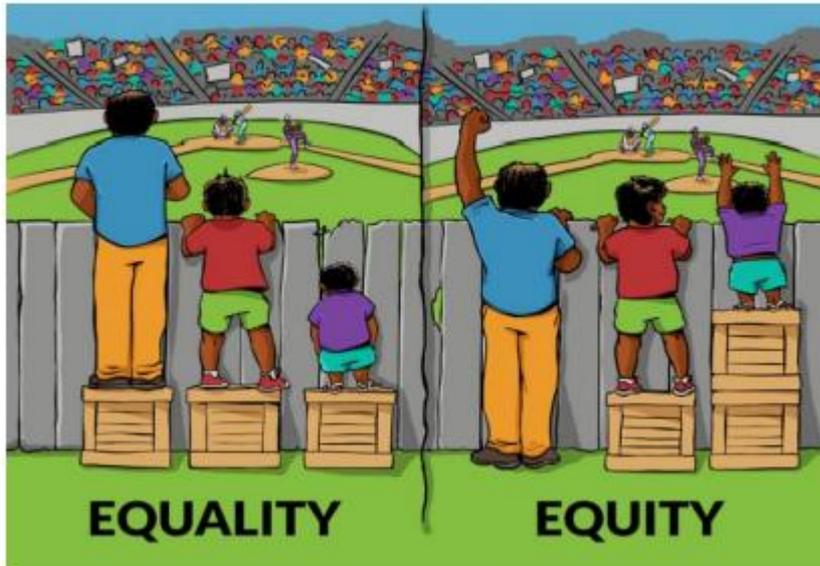
What is therapeutic thinking?

When we use a therapeutic approach;

- We analyse behaviour rather than moralise about it.
- We look for the root causes from feelings and experiences rather than blanket behaviourist theory.
- We model therapeutic practices with all students, adults in school and parents or visitors from outside.
- Our language is chosen carefully from universal scripts to be outcome and resolution focused rather than emotive.

Positive experiences create positive feelings. Positive feelings create positive behaviour.

We provide pupils with what they need to succeed in their learning. We endeavour to create a culture which inspires a love of learning through emotional and social intelligence and a responsibility of self-discipline and respect for others.



Equality is treating everybody the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity is giving everyone what they need to achieve success. At The Sir John Colfox Academy, we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential.

Equity = Equality.

External discipline is controlling behaviour ...Internal discipline is teaching behaviour.

To create change we need to understand, not simply suppress, the behaviour.

How Can we Teach Behaviour?

Relationships (invest at the start – students should want to do something because of the quality of their relationship with you. The more you know about the student, the more therapeutic you can be).

Role modelling (this is essential e.g.; we have to show them how to ‘speak with respect’ by speaking respectfully to them).

Consistency (not equality).

Routines (but with flexible thinking referring to individual circumstances and quick wins).

Prioritising prosocial behaviour (really valued in every student – thanking them, proximal praise).

Planning alternatives to antisocial behaviour.

Reward and positive reinforcement (should be given freely and unexpectedly, not as a form of bribery).

Feedback and recognition (give feedback when something has not been asked for – don’t just celebrate the things that are expected (e.g. sticker for holding the door open – this should be the norm).

Comfort and forgiveness (understanding and knowing that we will do it differently tomorrow).

Ignoring (unsocial and low-level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours).

Positive language (tell students what you would like to see, not what you don't e.g. Please walk rather than don't run).

Restorative Practice (follow up the behaviour, it's impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences). Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

SECTION TWO: ROLES AND RESPONSIBILITIES.

Everyone is responsible for:

Being positive role models.

Ensuring that they are fully aware of the therapeutic behaviour approach that is expected in our school.

Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it.

Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded.

Creating an atmosphere whereby students and adults are treated as individuals whose rights, values, beliefs and cultures are respected.

Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.

Recognising bullying, harassment and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).

Consistently promoting pro-social behaviour: "treat others as we would like to be treated".

Facilitating learning about relationships and behaviour.

Trying different approaches to therapeutic behaviour principles to meet the needs of individual children.

The Governors and Headteacher are responsible for:

Monitoring and evaluating the impact of the Policy.

The SLT are responsible for:

A positive school ethos by establishing a positive, safe, secure and well-maintained school environment.

Ensuring that no student will be discriminated against and ensuring the safety of all.

Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school.

Effective monitoring and review of therapeutic behaviours throughout the school.

Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not reoccur.

Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.

The staff are responsible for:

Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.

Pro-actively seeking ways to avoid difficult and dangerous behaviours arising by priming students about expectations and pre-empting, where possible, when situations may arise.

Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude to enable them to achieve their full potential.

Ensuring that students behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g., stopping a 'silly' game from continuing) both in the classroom and outside.

Enabling students to take an increasing responsibility for their own learning and conduct.

Implementing behaviour guidelines using the school systems for rewards and consequences - taking consistent and firm action to prevent one student from taking away another student's right to learn or feel safe.

Ensuring there is effective supervision of all students at all times (including regular and punctual attendance at contractual duties).

Providing opportunities for students to share their beliefs of what is acceptable and unacceptable behaviour and creating a class charter/code of conduct which will permeate to whole school practice in the shape of "Rights and Responsibilities" (this needs to be re-enforced each half term or whenever appropriate).

Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.

Helping students learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours.

Ensuring that new students understand the procedures and guidelines that are in place.

Recording serious incidents on MyConcern or Bromcom, when a student's behaviour is deemed to have a serious effect on themselves and others.

Following the consistent routines as set out in this policy in order to establish a calm and purposeful environment for learning.

Parents are responsible for:

Accepting, contributing and supporting the school's codes of behaviour and therapeutic approach for staff and pupils.

Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate.

Agreeing to and signing the Home School Agreement when their child joins the school.

Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

Pupils are responsible for:

Following school rules and guidelines.

Becoming increasingly responsible for the school environment and for their own learning and behaviour.

Taking responsibility for their own actions and knowing the consequences they will have.

Showing respect for each other and for each other's property and resources as well as for school property.

Taking a pride in their learning, actions and appearance.

Valuing each other's opinions.

Respecting each other including other's differences without intimidation or harassment (including online).

SECTION THREE: DESCRIBING BEHAVIOUR: PROMOTING PRO-SOCIAL BEHAVIOUR.

The management of students around the school and promoting pro-social behaviour is the responsibility of all staff. This applies both within our classes and outside. It is the responsibility of all staff to ensure they consistently challenge behaviour that is not in line with our school rules and classroom expectations (this includes movement times between lessons and break and lunch time).

Pro-social behaviour.

Relating to behaviour which is positive, helpful, and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. Behaviour which benefits other people or society. Prosocial behaviour can be defined as the 'absence' of antisocial behaviour.

The Sir John Colfox Academy is a Right Respecting School. Article 12 (the right to have children's views respected), Article 28 (the right to an education) and Article 29 (the right to for every child's personality, talents and abilities to be developed to the full) are central to our rewards and consequence system.

It is our belief that through the positive and consistent application of these areas we will be able to provide a whole school ethos and classroom learning environment that enables all our students to get the very best from their school experience. We aim to develop a high-quality learning environment for all and, through doing this, improve relationships between students, staff and parents.

The 'Learning Promise' outlines the expectations that are set for the students. Rewards and consequences are issued by members of staff in relation to students' response to the learning promise. It is on display in classrooms, around the school and referred to in assemblies.

'The Learning Promise': I will.....

Arrive at **The Right Time, in The Right Place** and with the correct equipment.

With **The Right Attitude**:

- a. Listening to the teacher or other students
- b. Raising my hand if I wish to speak
- c. Using only the voice level directed by my teacher.
- d. Staying in my allocated seat
- e. Completing all tasks to the best of my ability.

Respect **The 'Right To An Education'** that all students share, by enabling the lesson to run smoothly and productively.

We should consistently look to promote, reinforce, reward and teach pro-social behaviour.

The importance of consistent routines.

We believe that in order to create a calm, positive and purposeful environment for learning, it is important that our students have fair and consistent routines. These routines are common across the school and all staff are expected to follow these.

Before lessons (at the end of break, lunch and during transition).

Students and staff are expected to be punctual. Students should be in class by the second bell after break/lunch. The first bell gives a five minute warning and the second indicates the start of learning time. Students arriving late to class must be recorded as such on Bromcom (see further notes on punctuality below).

Students should not bring bags to lessons unless going to or coming from PE P1-2 and 4-5(see notes below).

Students are expected to line up quietly outside the classroom. Teachers should greet and calm classes before allowing entry to the classroom.

Teachers should always aim to create a positive start to lessons and in order to build positive relationships and should welcome students at the door and supervise entry.

Where there is no space to line up in the corridor, teachers should be ready to greet students at the door and allow entry. Students should stand behind their chairs before being asked to sit down.

During lesson times.

There should be a seating plan available for every class. These should be given to Heads of Department/Faculty in case of cover lessons. Students should expect to sit in their allocated seat each lesson.

Students should stand behind their chairs before being asked to sit down at the start of lessons.

Every lesson should begin with a starter activity ready as soon as students sit down. There is an expectation of quiet, focussed starts to every lesson. During this time, teachers should take their register and submit within the first ten minutes (please see notes below). Starts of lessons should be routinely quiet around the school and students should be used to this expectation.

Students should expect to put up their hands and be invited to give answers rather than call out.

Students should not be permitted to leave lessons to go to the toilet or refill water bottles. They should use their break times to do this. Teachers should use their professional judgement but please speak to Heads of Year where there are consistent issues.

Students with Exit Cards may use these as indicated on the card. Students should not be permitted to leave class to see a member of staff during lesson times unless they have written permission. If concerned, please email for on-call support.

End of lessons.

Students should tidy their workspace and stand quietly behind their chairs before being dismissed by the teacher.

Students should not be dismissed until the bell has sounded.

Students should wait to be dismissed from their places and should not be waiting in groups by the door for the bell.

The Rewards System. (unchanged and under review)

The giving of rewards is integral to promoting pro-social behaviour. In light of Article 29 which states it is right that every child's personality, talents and abilities should be developed to the full, we take pride in rewarding the curricular and extra-curricular achievements of our students.

It plays an essential part in helping to ensure that our students develop a positive attitude to the school and their learning and are appropriately rewarded when they do so. This is an important part in building a school ethos which recognises and celebrates success. The giving of rewards, we feel, is a vital component in helping to develop student aspirations. House Co-ordinators will be responsible for organising and encouraging students to achieve and participate.

There are several ways that we have identified where we can reward our students:

1. *Verbal Praise:* The effect of this shouldn't be underestimated and we will aim for a ratio of a minimum of 3:1 in favour of praise versus sanctions. The trick of 'catching them being good and on task' is a key tool in successful classroom management.
2. *House Points:* All students like to receive house points. The electronic issuing of house points means that students have no option but to accept them! House points will be awarded for excellent work or sustained effort in lessons and for contributing to the school community in a positive way e.g. taking part in clubs and events. House points should not be awarded to students for one off episodes of good behaviour but may be appropriate where a student has improved their conduct over a more sustained period. Tutors will display a regular printout of the individual totals within the group.

The reward system revolves around House Points and students can achieve these on different levels and for a variety of reasons. A ladder system is in place for the awarding of these under 6 categories: social contribution, behaviour, attendance, progress, effort, homework.

Students can be awarded house points for any of these categories and the ladder indicates at what point these can be given and by staff members. Some points will automatically be

awarded at certain times in the term e.g. for 100% or 98%+ attendance, for exceptional progress in the school reports etc.

Positive Points Value		Points can be given by	Examples
1	Positive	Any member of staff (teaching and support)	Every day motivational rewards: general enthusiasm and working well in class or at home. Positive Student Reception Service. Respect and positive contribution to school.
5	Good	Any member of staff (teaching and support)	Academic: very good work in a lesson, pleasing homework, or test result. Positive contribution and participation over a period of time, display work. Excellent student Reception Service. Good contribution to a school team or group. Service: helpful acts, showing community spirit, kindness.
10	Very Good	Heads of Faculty Heads of School House Coordinators	As above but given for a good, longer pieces of work, or showing sustained effort or improvement over a period of lessons. Achievement of an Apprentice Edge Attribute. Attendance at end of each term 95% - 98%. Student of the month Award (2 from each tutor group). Student of the House Award (1 student from each House).
15	Excellent	SLT	Attendance at end of each term 98%+, sustained hard work, effort, exemplary behaviour. Participation in a school event e.g. assembly, production, concert, or for sustained contribution to a team or group over a term. Achievement of an Edge Graduate Attribute. Contribution to Sport, success out of school, charity work, Art Leader. Effort grades that are consistently high (2/1) in reports will receive this award.
25	Exceptional	Head teacher	Exceptional performance in a subject or activity in or out of school. Significant dedication, after-hours commitment to a group or community group, over a sustained period of time. Exceptional sporting, music or arts achievement. Bravery, courage, overcoming adversity. Completion of the Edge Apprentice Completion of the Edge Graduate (50 points). Completion of Lions Award Silver or Gold. DoE Award. HOS/HCo to monitor and pass recommendations to the Headteacher.

3. Points make prizes!

- Students who achieve 50 house points gain a certificate from their tutor and pick from a selection of school prizes.
- Students who gain 100 house points gain a Bronze certificate presented by their tutor and a pick from a selection of school prizes.
- Students who gain 150 points gain a Silver certificate presented by the house coordinator in assembly and a pick from a selection of school prizes.
- Students who achieve 300 house points gain a Gold certificate from a member of the house coordinator and senior staff in assembly and an additional gift voucher.
- Students who reach 400 house points gain a Governor's Award Platinum Certificate and a personalised gift.

At the end of each term the house points will be counted and the winning House will receive a 'treat' on the final afternoon of the term e.g. film and popcorn in the hall or a games afternoon and BBQ!

4. Student of the Year:

Each half-term House Leadership Teams will present a certificate to the student of the term which will be presented in assembly. House Leadership Teams will then decide on a Student of the Year who will be rewarded during the prize-giving ceremony at the end of the year.

5. Communicating with parents:

Just as it is important to communicate with parents when things are not going well then the same is true when we are pleased with a student's progress. A text or phone call home is quick to do and is always appreciated by both student and parent. Staff can use a standard department praise letter and should seek to make this a regular part of their routine.

6. Senior Leadership Team:

In the event of 'special' classroom work then staff can send the student with their work and green slip to reception where the student will show their work to a member of SLT and a standard letter will be sent home by that member of SLT expressing their delight at the work seen and an additional 5 house points allocated.

7. "Catching them doing Well":

Members of SLT when they are 'walking the school' can award a 'blue slip' to any student that a member of staff mentions is working well. A letter home is generated from the SLT member and 5 House Points awarded.

8. Assembly:

This is a very important time for celebrating success and rewarding students in front of their peers. Where possible all assemblies should include some element of celebrating success. The final assembly of each half term will be extended to allow for even more elements of celebrating success and rewarding our students.

9. Learning:

Points, prizes and trips are good fun and can help boost students' motivation in school. However, it shouldn't be forgotten that the biggest reward from school that our students can get is the experience of learning new things itself. We should ensure we make reference to this in our teaching.

10. House Prize Giving:

An award ceremony to recognise achievements of individuals and Houses takes place in the summer term, identifying the varied talent and achievements from the year.

SECTION FOUR: DESCRIBING BEHAVIOUR AND DEALING WITH ANTI-SOCIAL BEHAVIOUR.

Unsocial Behaviour (referred to as ‘difficult’)

Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others. Not doing as instructed, but not to the detriment of others. Some examples of ‘difficult’ behaviour include:

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| <p>Leaving their desk without permission.</p> <p>Refusing to complete the work set</p> <p>Refusing to get changed for PE.</p> <p>Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)</p> <p>Rocking on their chair.</p> <p>Calling out/talking to a friend.</p> <p>Not listening to instructions.</p> <p>Playing/fiddling with equipment.</p> <p>Putting head on the desk.</p> |
|---|

Please be aware, all of these behaviours could be a sign of needing help, attention or that students are bored or impatient. The management of unsocial behaviour should not need SLT/on-call support unless it is persistent and disruptive and therefore becomes anti-social.

Antisocial Behaviour (some are referred to as ‘dangerous’)

Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of another person.

Antisocial Behaviours	Dangerous Antisocial Behaviours
Aggressive shouting/calling out disruptively	Leaving the school building
Continued interruptions	Leaving the premises
Swearing	Spitting (directly at another)
Answering back, mimicking	Pushing aggressively
Name calling	Scratching

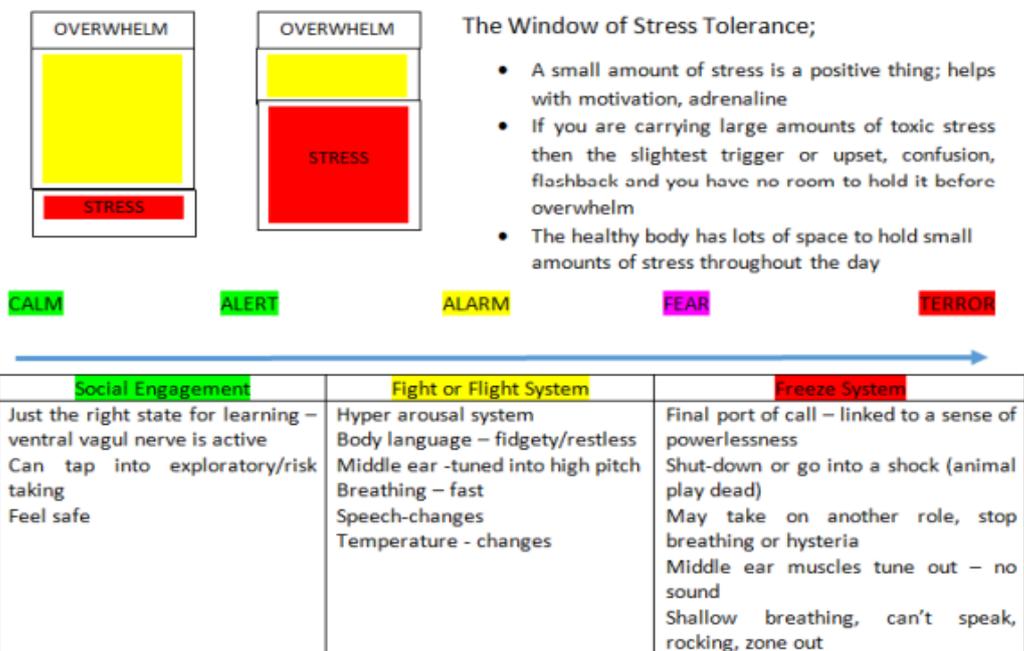
Lying Refusal to carry out an adult's request Distracting and/or disrupting others' learning by shouting, banging, making noises Throwing small equipment Leaving the classroom without permission Damage to property/pushing over furniture Stealing	Pinching Hair pulling Hitting Kicking Fighting Biting Punching Throwing furniture Physical or verbal bullying (see Bullying Policy for definition)
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It is important not to group unsocial behaviour with antisocial behaviour. The student who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial. It is often staff responding to unsocial behaviour that drives the behaviour to become antisocial.

Please be aware, all of these behaviours could be a sign of needing help or attention and pupils may be in a very heightened, anxious state – possibly due to factors outside of school – please be aware and sympathetic of this and that their behaviour may be a cry for help.

Understanding and dealing with anti-social behaviour.

Adults as Stress Regulators...Not Behaviour Managers



Antisocial behaviour should not need the school behavioural support system support unless it is persistent and disruptive. Dangerous anti-social behaviour is likely to need SLT/on-call support/intervention.

Conscious and sub-conscious behaviour.

Subconscious behaviour - unable to moderate or self-regulate.

Conscious behaviour - unwilling to moderate or self-regulate.

We believe that behaviour can be a mixture of both conscious and subconscious. Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any known potential consequence or punishment associated with the behaviour. Predominantly sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration or overwhelmed with anxiety (arousal) or overwhelmed with depression. *If we punish conscious behaviours, we often create conflict. If we punish subconscious behaviours, we can often generate more of the negative feelings associated with injustice and the difficult or dangerous behaviours.*

Dealing with unsocial or anti-social behaviours in the classroom.

<p>REGULATE <i>(teaches pupil how to shift states)</i></p>	<p>Consider that the child may be in a Negative stress system such as; Fight or Flight system or Freeze system DO NOT ASK THEM TO RUN OR CARRY OUT HIGH IMPACT ACTIVITIES – This could heighten stress state further Offer regulation activities; distraction, fidget toys, job or errand, heavy lifting, crunchy snack Mindfulness or safe zone and sensory activities Play a game of thought, puzzle or other thought provoking distraction Use a calm box/SOS bag or yoga/music Consult the Anchor plan – personal strategies for calm</p>
<p>RELATE <i>(teaches pupil relationship building)</i></p>	<p>Warm, friendly, expressive face Positive body language Be attentive and in tune Acknowledge feelings and meet body language Let them know you are on their team, fellow traveller Overcompensate for their past experiences</p>
<p>REASON <i>(teaches pupil)</i></p>	<p>Reduce your words, chunk information Use multi-sensory techniques to describe or relay facts – drawing Drop the subject into a play situation or relate to own feelings/experience Avoid lecturing</p>
<p>REPAIR <i>(teaches pupil how to shift states)</i></p>	<p>Fix it together – clear it up, mend it, give time back Random acts of kindness – think of something that may make that person feel better Avoid asking to say 'sorry', could ask them to check someone is okay Do something together to reduce the shame</p>

Step one (former Warning step). Staff should deal with unsocial behaviours in a therapeutic way e.g: re-engaging the student, checking they have support, offering alternatives, focussing on positive chunking of tasks, calming (rather than escalating language), distractions. Staff should not threaten or bribe in an attempt to control. Staff should no longer use the term 'formal verbal warning' (could be perceived as threatening and seeks to control behaviour with external threat) or log on Bromcom. **Use the table above as a guide.**

Step two (former Exit step). If behaviour starts to become anti-social, staff must first attempt to help the student regulate by following the guidance above and in the scripts (see Appendix). It may be helpful to give the student the opportunity to calm and self-regulate by giving them space outside the classroom or in an alternative space nearby. This should also remove the distraction to others. After a maximum of five minutes, staff should step outside and speak to the student. Staff should follow the guidance above in attempt to help the student to regulate and repair. Staff should not intimidate or threaten as this is likely to escalate the behaviour. Expectations for positive learning should be given clearly, logically (a direct response to the behaviours) and consistently. In keeping with our Rights Respecting School status, teachers will remind students on Time-Out that other pupils have a right to learn without interruption (Article 24). Students will then be given an opportunity to contribute to this discussion (Article 12, the 'right for pupil's views to be respected).

Staff should log on Bromcom as **Time-Out**. This will be for monitoring and support purposes and should not be used verbally as a 'punishment' or threat prior to issuing the Time-Out. Students should come back into the class with clear expectations and support to continue their learning.

Step three (former Subject Removal step).

If attempts to help the student regulate have not succeeded or if behaviour has become dangerous, support from the on-call duty person or SLT may be needed. Please e-mail SJCA-SubjectRemoval@colfox.dorset.sch.uk and log on Bromcom as Subject Removal. A member of staff on-call will come to your classroom to collect the student. The on-call will model therapeutic and calming approaches – it is likely that time will be needed before any repair or restorative approaches can be attempted. Teaching staff should not seek to provide full explanations at this point or use language likely to escalate the student behaviour. We appreciate that student behaviour can understandably provoke an emotive response but our ultimate aim is to analyse, understand and teach behaviour rather than moralise, humiliate or punish in an attempt to control. Staff should keep calm and professional and continue with their lesson. Staff may decide to ask the student to wait outside the classroom in order to prevent other students' learning being interrupted. Staff should decide whether this is safe and appropriate for the student. If a student is collected from the classroom, staff should not relay information about events leading to the Subject Removal in front of the rest of the class. Further details (if required) about the student should be communicated to the Head of Year following the lesson. Students will spend the remainder of the teaching period in the SRR (Subject Removal Room).

If a student leaves the classroom or the site, notify truancyalert@colfox.dorset.sch.uk immediately with the name of the student and a quick note e.g 'Emma left classroom without permission' - please add details of possible whereabouts if known or suspected. The email should be headed as Urgent.

A Subject Removal is no longer automatically accompanied by a school detention. All students issued with a Subject Removal will receive intervention by the Head of Year with the aim of: repairing relationships, preventing repeat anti-social behaviour, teaching behaviour and offering pastoral support as required. This could take many forms as indicated by the Dorset Steps approach and will be specific to the needs of the student and their circumstances. It is expected that teaching staff will have a key role to play in consistently adhering to guidance or strategies outlined in any subsequent individual support plans and in taking responsibility to repair relationships, plan for and pre-empt any situations in which difficult or dangerous situations may re-occur in line with the principles of the Dorset Steps approach. This includes making adjustments to learning episodes and resources as required.

Reporting behaviour incidents.

Steps two and three outlined above should be logged on Bromcom. Step three requires a brief comment.

All incidents of serious or dangerous behaviour should be reported to the Head of Year or SLT as soon as possible for further action. Any behaviour giving rise to safeguarding and welfare concerns, including incidents of harassment, bullying or discrimination, violence, substance misuse - whether face to face or online, should be reported via MyConcern. (See Serious Incident reporting form in the Appendix)

Dealing with other issues in the classroom.

Truancy procedure.

Any student unexpectedly missing from a lesson is a safeguarding issue. All staff are **required** to take and submit their register within the first ten minutes of a lesson. Staff should not assume that a student is safely elsewhere unless they have prior notification (do not make assumptions or accept reasons from other students). For organised events, registers will be pre-coded – staff should not amend this code. If a student is absent but was marked present previously in the school day, staff should immediately send a message to truancyalert@colfox.dorset.sch.uk All staff taking a register have a duty to ensure that the register is accurate and complete.

School uniform misdemeanors.

Please see the School Uniform policy for a full description of our school uniform.

All staff are required to consistently address issues relating to uniform and bags and should check this on entry to the classroom. Students with bags and with no good reason, should be sent back to their lockers and then recorded as late. If students do not have a locker key, please send them to The Hub.

Uniform issues should be acknowledged and noted on Bromcom. Where possible, students should be asked to remove incorrect items of uniform before entering the classroom (this may be particularly necessary after breaks or lunchtimes) and confrontation avoided. Teaching staff should log uniform issues on Bromcom.

Heads of Year and tutors are responsible daily for monitoring high standards of uniform in their year groups and for liaising with home. Uniform issues likely to result in confrontation with class teachers should be addressed pro-actively on entry to school in the mornings, during registration and after breaktimes by tutors, Heads of Year and duty staff. Heads of Year will issue notes to students where they are aware of on-going issues waiting to be resolved and students should show these to teachers when asked.

We work with our families to ensure that uniform items are affordable and accessible. We have reduced the number of items required with a logo and no longer specify skirt styles. Good quality items of second-hand uniform are available at school for a donation and we will gratefully receive freshly washed items that are no longer needed. Students in receipt of the pupil premium grant can apply for financial support to purchase uniform.

We understand that from time-to-time students may be unable to wear all the required items of school uniform. This may be because of:

- Medical needs.
- Sensory needs.
- Lost or broken items needing to be replaced.

If there is any reason why a student may not have the full uniform required, parents should contact their child's Head of Year. A reasonable time may be agreed to replace items or alternatively, we have several items in stock in school. We would be happy to provide these and for parents to pay via Wisepay.

Parents and students should be aware that if no agreement has been made about missing or incorrect items, the school will provide alternatives to be worn in school.

Dealing with unsocial or anti-social behaviour outside the classroom.

Curriculum Withdrawal.

If a student has been issued with a Subject Removal on **three occasions from the same teacher per term**, then they will be placed in curriculum withdrawal within the Inclusion Centre for lessons within this subject for a fixed period (normally six lessons) agreed between the Head of Department and the Inclusion Manager. Work will be made available by the normal classroom teacher for the student during this time. During this time the inclusion team will work with the student using a variety of techniques, including nurturing principles. At this stage, other intervention strategies may be employed by the Head of Year and teacher to help modify behaviour. Re-introduction to the lesson will follow a meeting between the subject tutor, the Head of Year and the pupil. Parents/Carers will also be invited to this meeting. (See Appendix for full details of the procedure).

School detentions for punctuality and truancy.

School detentions can be set during lunchtimes or after school by Heads of Year or members of SLT. These are primarily as a logical consequence to make up for lost learning time and students will be required to complete academic work. Alternatively, they may be used as a protective consequence. Heads of Year will log these on Bromcom.

- Three lates to lessons in a week without an appropriate reason (all late arrivals to class should be logged by the class teacher on Bromcom)
- Later than 8.45am without a valid reason or note.
- Failure to register with tutor or reception on arrival at school.
- As a direct response to dangerous, aggressive or dysregulated behaviour - physical or aggressive to self, equipment or another student. The aim being to calm the student and prevent an escalation of anti-social behaviour causing an immediate increased or continued risk of harm to self or others.
- As a direct response to missed learning time through truancy. Any student playing truant will be required to make up for the missed learning time and complete subject work missed.

After-school detentions take place from 3:35pm to 4:05pm. Parents will be notified of after-school detentions at least 24 hours in advance, by email, text message or phone call. Students will be reminded of their required attendance during P5. If students fail to attend, they will be collected at the end of P3 the subsequent day and required to spend lunchtime in detention completing the missed work.

Heads of Year are responsible for setting detentions, collecting/returning work, monitoring attendance and liaising with parents. They should be particularly vigilant of repeat attendees and should ensure interventions minimise the risk of repeated anti-social behaviours and thus related

detentions. For example, punctuality should be monitored and supported effectively by regularly-reviewed home-school agreements. Involvement by the school's Family Liaison Officer may be helpful for students with repeated difficulties getting to school or lessons on time.

Missed homework or equipment.

There are many reasons why students may fail to complete homework. We should ascertain what these are and approach parents and students in a helpful and supportive way.

Teaching staff may arrange for students to attend departmental after-school or lunchtime support clubs in order to intervene when students are struggling to complete work independently. This should be supportive and never referred to punitively. Parents should be informed of the extra support provided (see Appendix for logging missed homework). NB there are no 'detentions' for missed homework. Follow the guidance if students fail to attend extra-curricular support offered. Form tutors and Heads of Year and class teachers should form positive relationships with parents and suggest longer-term strategies such as Homework Club, where needed.

Failure to bring equipment in some subjects can prevent students from participating fully in the curriculum on offer. This will ultimately affect student confidence and be detrimental to pro-social feelings of inclusivity and well-being. Departments produce their procedures for dealing with incidents of repeated missing equipment or kit and these should clearly include the positive ways in which students will be supported. Parents have an important role to play in supporting the school and their child to participate fully in the curriculum on offer. Liaison between home and school should be the first resort for class teachers with any repeated issues. Heads of Year and tutors are well placed to support any strategies agreed or source any financial help in purchasing equipment.

Exclusions and suspensions.

The Head Teacher and Deputy Head teachers should consider what extra support might be needed to identify and address the needs of pupils in order to reduce their risk of exclusion. When establishing the facts in relation to an exclusion decision, the Head Teacher must apply the civil standard of proof. The Head should accept something happened if it is more likely to have happened than it did not happen.

Internal Exclusion

Will be considered by the Head of Year or a member of SLT where behaviour systems are not helping to change the pattern of behaviour or following a serious breach of the school rules and expectations. This will follow a conversation with parents and a clear programme of intervention support and re-integration will be created. The student will spend a period of time withdrawn from timetabled lessons and will follow a programme of targeted intervention. Departments will be asked to provide work for lessons missed.

Internal Exclusion will be used where a student has been found smoking or vaping on the school site for the first time. Internal Exclusion will be used following single incidents of discrimination, harassment or bullying (unless deemed high risk or dangerous, such as a violent physical attack.) In these circumstances, students will follow an educational programme to teach more healthy and pro-social behaviour and as a protective consequence.

Internal Exclusions will be logged by Heads of Year on Bromcom and details of interventions and re-integration plans recorded on Provision Map.

External Suspension.

Will be considered for incidents of serious violence or continued disruption if all of the above have failed to change the behaviour. In these cases, the national guidelines will be followed, particularly with regards to recording and reporting. The Head of Year will complete the 'recommendation for suspension' paperwork and submit to the Head and Deputy Headteachers for consideration. Only the Headteacher can authorise an External Suspension. The Headteacher's PA will record on Bromcom. Heads of Year should record on MyConcern with a copy of the details from the recommendation for Suspension. Full details of re-integration meetings held with parents on return from suspension should include plans for support and/or risk-reduction plans in line with the principles of the Dorset Steps therapeutic approach. These plans should be recorded on Provision Map in the agreed format. (see Appendix for recommendation for suspension forms, Student Support Plans and risk reduction tools).

External suspensions will be used for repeat smoking or vaping offences.

External suspensions will be used for repeat or serious cases of discrimination, bullying or harassment despite former therapeutic or educational measures (face to face or online).

Permanent Exclusion.

Will be considered by the Headteacher and governing body in line with national guidelines.

Permanent Exclusion will be considered where therapeutic interventions have failed to bring about a lasting change or in situations of serious risk of harm or danger.

Permanent Exclusion will be considered for students in possession of a prohibited item or for students suspected of dealing prohibited items and tobacco, vapes or e-cigarettes.

Use of reasonable force.

In the vast majority of situations, even of dangerously anti-social behaviours, reasonable force (according to the 'Guidelines of Reasonable Force') will be a last resort. However, it may be necessary to enforce restraining techniques if a student/adult is in immediate danger or if there is significant damage to property. If reasonable force has had to be used, this will be documented factually and parents and SLT notified.

Partnership with parents.

We work closely with our parents to ensure the consistent approach of the Therapeutic behaviour policy. All individual plans and approaches are shared with parents and where appropriate parents are involved in the planning process of therapeutic strategies for individual pupils. Parents will be informed, where appropriate, and invited to meetings with outside professionals. Parents will be informed of all incidents of dangerous anti-social behaviour and their protective consequences. All documents will be recorded on Provision Map.

Monitoring, assessment and evaluation.

Individual therapeutic plans will be evaluated by Heads of Year. Risk reduction plans and consistent management guidance will be shared with teaching staff as appropriate. Pastoral care notes, plans and evaluations will help measure progress of the therapeutic approach. The Deputy Head responsible for the school's behaviour management policy will report to governors and the Headteacher regarding the effectiveness of the approach.

Searching, screening and confiscation.

The Headteacher may authorise nominated staff (usually Heads of Year or members of SLT) to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item as listed below.

The list of prohibited items is:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - To commit an offence, or
 - To cause personal injury to, or damage to property of; any person (including the student)

Additional articles which contravene school regulations:

- Tobacco, cigarette papers and vapes or e-cigarettes;
- Fireworks;
- Pornographic images.

Under common law, nominated school staff have the power to search a student for any item if the student agrees. The member of school staff should ensure that the student understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the student is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying students who may benefit from early help or a referral to Dorset children's social care services.

The Designated Safeguarding Lead should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item. The staff member should also involve the DSL without delay if they believe the search has revealed a safeguarding risk.

Before searching.

A search can be considered if the member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made.

The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other students and staff.

Before any search takes place, the member of staff conducting the search should explain to the student why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the student before conducting a search. If the student is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If the student continues to refuse to co-operate, the member of staff may take additional action in line with the school's behaviour policy. This may include:

- protective sanctions ie isolation or removal of social time.
- Suspensions or exclusions (depending on the severity and previous related issues)
- Educational measures related to the suspected item ie safer schools policing team.
- Parental or external agency involvement.

If the member of staff still considers the search to be necessary and the student still refuses to co-operate, the member of staff should discuss with the Headteacher whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items as listed above but not to search for items which are identified only in the school rules. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder. It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the student themselves.

During a search.

An appropriate location for the search should be found. Where possible, this should be away from other students. The search must only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

The member of staff conducting the search must be the same sex as the student being searched. There must be another member of staff present as a witness to the search.

There is a limited exception to this rule. That is that a member of staff can search a student of the opposite sex and/or without a witness present **only**:

- If the member of staff carrying out the search reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student **or** it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

The extent of the search.

A member of staff may search a student's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the student to remove any clothing other than outer clothing: any clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. Outer clothing also includes hats, shoes, boots or scarves. A member of staff is able to search bags, lockers or other personal possessions providing the student agrees. If the student withdraws their agreement to search, a search may be conducted for the prohibited items listed and any items identified in the school rules for which a search can be made. By having a locker, the student consents to searches as specified in the home-school agreement.

A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The member of staff may use a metal detector to assist with the search.

The member of staff's power to search outlined above does not enable them to conduct a strip search.

Strip searching.

A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers. While the decision to undertake a strip search itself and its conduct are police matters, school staff retain a duty of care to the student(s) involved and should advocate for student wellbeing.

Before calling police into school, staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary and should always ensure that other appropriate, less invasive approaches have been exhausted. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them, and the role of the school is to advocate for the safety and wellbeing of the student(s) involved.

Unless there is an immediate risk of harm and where reasonably possible, staff should inform the parent of the student suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult. Parents should always be informed by a staff member once a strip search has taken place. A record of the search such be kept in the search log.

In the case of a strip search, there must be at least two people present – one of which should be the appropriate adult. The appropriate adult must not be a police officer or otherwise associated with the police. Examples include (but are not limited to), a parent, relative, social worker, teacher or, if the person is in the care of the local authority or voluntary organisation, a person representing that authority or organisation. An appropriate adult is not required when a student is aged 18 or above. If a student's parent would like to be the appropriate adult, the school will facilitate this where possible. An appropriate adult not of the same sex as the student being searched is permitted to be present if specifically requested by the student. Otherwise, no-one of a different sex to the student being searched is permitted to be present, and the search must not be carried out in a location where the student can be seen by anyone else.

Except in urgent cases, a search of a student may take place without an appropriate adult only if the student explicitly states in the presence of an appropriate adult that they do not want an

appropriate adult to be present during the search and the appropriate adult agrees. A record should be made of the student's decision and signed by the appropriate adult.

Following a strip search, students should be given appropriate safeguarding support irrespective of whether an item was found. Support for the experience of being searched and the wider issues that may have informed the decision to conduct a strip search in the first place.

After a search.

Safeguarding protocols should be followed.

If the student is found to be in possession of a prohibited item, the student should be sanctioned in line with this behaviour policy to ensure consistency of approach.

Recording searches.

Any search by a member of staff for a prohibited item, an item banned by the school rules and all searches conducted by police officers should be recorded in the school's search log [Recording Searches 22-23.xlsx](#) and a note made on MyConcern, including whether or not an item is found. An entry on MyConcern will allow the DSL to determine whether or not a wider safeguarding response is required.

Informing parents.

Parents should be informed of any search carried out and the outcome of the search as soon as in practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Any complaints about searching or confiscation should be dealt with through the normal school complaints procedure.

Confiscation.

An authorised member of staff carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- Poses a risk to staff or students.
- Is prohibited, or identified in the school rules for which a search can be made.
- Is evidence in relation to an offence.

Prohibited or illegal items.

Controlled drugs.

Should be delivered to the police as soon as possible unless there is a good reason not to do so. In these cases the member of staff should safely dispose of the drugs. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. Other substances which are not believed to be controlled should also be delivered to the police or safely disposed of if the staff member believes they could be harmful.

Alcohol, tobacco, cigarette papers, vapes or e-cigarettes and fireworks.

The staff member should retain or dispose of these as they see fit (and in discussion with the DSL) but not return them to the student.

Pornographic images.

The staff member may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (ie it is extreme or contains an image of a child). In which case it must be delivered to the police as soon as is practicable. Members of staff should never intentionally view a nude or semi-nude image of a child. Staff must never copy, print, share, store or save such images. See [Sharing nude and semi nude images.docx](#) for more information.

Stolen items.

These must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner, or retain or dispose of it if returning it to the owner is not reasonably practicable. The member of staff should take account of the following:

- The value of the item – it may not be desirable to involve the police in the case of low value items.
- Whether the item is banned by the school.
- Whether retaining or returning the item to the owner may place any person at risk of harm.
- Whether the item can be disposed of safely.

Weapons or items which are evidence of a suspected offence.

Should be passed to the police as soon as possible.

Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property.

Should be delivered to the police as soon as practicable, returned to the owner, retained or disposed of. The member of staff should take into account all relevant circumstances and use professional judgement and consider:

- Whether it is safe to dispose of the item.
- Whether and when it is safe to return the item.

Electronic items.

Electronic devices including mobile phones can contain files or data which relate to an offence or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos or evidence relating to suspected criminal behaviour. Staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search if there is good reason to do so.

If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image and must never copy, print, share, store or save such images. When an incident might involve the indecent image of a child, the member of staff should confiscate the device, avoid looking at it and refer the incident to the DSL. See also [Sharing nude and semi nude images.docx](#) for more information.

If the member of staff finds any image, data or file that they suspect might constitute a specified offence, they must be delivered to the police as soon as is reasonably practicable.

In determining whether there is good reason to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

In determining whether there is good reason to erase any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted and the device must be handed to the police as soon as practicable. If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to cause harm to any person and the student and/or the parent refuses to delete the data or files themselves.

Confiscation as a disciplinary penalty.

The school's general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully (Section 91 of the Education and Inspections Act 2006)