

CRIBDEN HOUSE SCHOOL



INFORMATION FOR
PARENTS / CARERS
2023 / 2024

Purpose Statement

“We instil the belief to succeed”

Vision

Our vision is to

- Achieve Lancashire-wide recognition as the best provider of education for children with Social, Emotional and Mental Health Difficulties and Autism.

We will achieve this by:

1. Continuously developing highly skilled practitioners and leaders at every level.
2. Sharing our skills, knowledge and values across the whole community of Lancashire schools to create a greater belief in the potential of children with SEMH and ASC to succeed in a range of settings.
3. Extending our provision across all Key Stages so that Cribden House can impact the lives of children right into adulthood.
4. Developing ambitious school leaders who will run successful SEMH and ASC schools in the future.

Core Values

The core values for everyone in Cribden House School are:

Teamwork

Respect

Inclusive

Positive

Our Motto:

“We will either find a way or make one”

Encapsulates and expresses our determination to achieve all of the above.



Cribden House School

Introduction

Cribden House School provides education for children who have Educational Health Care plans of Special Educational Needs for primary aged children with Social, Emotional and Mental Health difficulties and Autism.

The school mainly serves the area of East Lancashire namely Rossendale, Burnley, Pendle, Hyndburn and Ribble Valley. However we also take children from other areas of Lancashire such as Chorley, Leyland and Preston.

The Senior Leadership Team (SLT) consists of the Head Teacher, Deputy Head Teacher and Assistant Head Teacher. There are 9 Teachers, each responsible for leading a Nurture team. The groupings of children are flexible across Key Stage 1 and 2 depending upon the needs of the children.

Equal Opportunities Statement

Cribden House School believes that all members of the school community are of equal value, irrespective of gender, race, religion, language, sexual orientation, capability and physical disability.

The school attempts to actively discourage sexism, racism, ageism and other forms of prejudice, and its aim is to equip all members of the school community with understanding, self-respect and respect for others.

Our aim is to provide an environment in which all children develop their self-esteem along with a positive self-image.

The School Day

School begins everyday at 9.00am

Breakfast and social skills 9.00am - 9.15am

Assembly 9.30am - 9.45am

(We have assemblies on Wednesday and Friday)

Morning lessons start at 9.15am

Healthy snack and play time are between
10.15am and 11am (each group 15 mins)

Lunchtime starts at 11.45am and finishes at 1pm

Afternoon starts with structured activities at
12.30pm

Taxis will collect children at 3pm



Our School Uniform



ALL CHILDRENS UNIFORM

Black or grey trousers/jogging bottoms or shorts
Black or grey skirt, trousers, pinafore dress/cotton dress (blue, green or yellow) in summer

White or pale blue polo shirt/blouse or shirt

School sweatshirt or (plain royal blue)

Black shoes

PE Kit - Plain T-shirt, shorts and black pumps (no football shirts)

Swimming – Children should bring their own swimming kit.

The school sweatshirt is available to buy from school at the cost of £10.00. The money can be sent into school with your child.

Please ensure your child has a coat, hat and gloves during the winter months and a hat during the warmer weather.

All clothing should be marked clearly with your child's full name

Haircuts should be of a sensible style. Shaved heads, dyed hair and tramlines are not acceptable

No jewellery is to be worn by children in school. This is for safety reasons. Please do not get children's ears pierced apart from at the start of the long summer break, so ear-rings can be removed for school.



What can we expect from transport?

School Transport is organised by The Integrated Transport team in Burnley (telephone 01282 831858). If a passenger assistant has other pupils on their vehicle they are instructed, for obvious safety reasons, not to leave their vehicles when picking up pupils. It is a parent's responsibility to bring their child to the vehicle.

If your child is not able to come into school because of illness or for other reasons known in advance, we would ask you to let the transport office know (01282 831858) as soon as possible to avoid any unnecessary journeys. Can you also contact the school office 01706 213048 or send a message via Dojo to let us know why your child is off school. If your child is returning to school after a period of illness it would be appreciated if you would let the transport office know as soon as possible.

If snow falls overnight and the roads are bad, there is a likelihood that the taxis will not arrive or be late. The taxi driver/company will make the decision based upon a risk assessment. In these circumstances transport will contact you via text message/Dojo as soon as we have some information. Therefore please ensure you inform us of your mobile number. We will also try to put the information on the website as soon as possible.

If snow falls during the school day, and roads become difficult because of heavy snow, the taxis may be asked to collect the children from school earlier than normal, in order that they get home safely and at a reasonable time. Please be prepared for this eventuality.

The Integrated Transport team has the responsibility to make the most economical transport arrangement whilst ensuring pupil safety. This means that throughout the year, when a new pupil starts school, some taxis may need rearranging and you may find your child changing vehicles. Thank you for your understanding in this matter.

Policy for the Administration of Medicine in School

The Governors and staff of Cribden House School wish to ensure that children with medical needs receive proper care and support at school. The Headteacher will accept responsibility in principle for members of the school staff giving or supervising children taking prescribed medication during the school day where those members of staff are authorised to do so.

1. Medication will only be accepted in school if it has been prescribed by a doctor.
2. Medication will not be accepted in school without complete written and signed instructions from the parent/carer.
3. Only reasonable quantities of medication should be supplied to the school.
4. Each item of medication must be delivered in its original container and handed directly to the Class Teacher
5. Where the child travels on school transport with an escort, parents/carers should entrust the escort with the child's medication, including medication for administration during respite care.
6. Each item of medication must be clearly labelled with the following information:
 - Child's name
 - Name of medication
 - Dosage
 - Dosage frequency (time of medication)
 - Date of dispensing
 - Storage requirements (if important)
 - Expiry date
7. The school will not accept items of medication which are in unlabelled containers.
8. Unless otherwise indicated all medication to be administered in school will be kept in a locked medicine cabinet.
9. The school will be able to provide parent/carers with a copy of details of when medication has been administered to their child if requested.
10. Where it is appropriate to do so children will be encouraged to administer their own medication, under staff supervision. Parents /carers will be asked to confirm in writing if they wish their child to carry their medication with them in school (e.g. inhalers).
11. It is the responsibility of parents/carers to notify the school, in writing, if there is a change in medication, a change in dosage requirements, or the discontinuation of the child's need for medication.
12. The school will make every effort to continue the administration of medication to a child whilst on trips away from the school premises. However, there may be occasions when it may not be possible to include a child on a school trip if appropriate supervision cannot be guaranteed.

Infection Control

Please keep this information safe and refer to it when necessary.

Common Illnesses	School Exclusion Period	Comments
Coronavirus	Follow current Government guidelines www.nhs.uk	Follow up to date advice
Chicken Pox	Minimum of 5 days, may take longer for all spots to scab	Doctors appointment to confirm
German Measles (Rubella)	5 days from onset of rash	Preventable by MMR Immunisation
Hand, Foot and Mouth	None	
Impetigo	Until Lesions are crusted & healed or 48 hours after commencing antibiotic treatment	Doctors appointment to confirm
Measles	4 Days from onset of rash	Preventable by MMR Immunisation
Scarlet Fever	24 hours after commencing antibiotic treatment	Doctors appointment to confirm
Slapped Cheek	None	
Ringworm	Child is able to return to school once treatment has begun	Doctors appointment to confirm
Shingles	If rash is weeping and cannot be covered, child will be excluded until rash stops weeping	Doctors appointment to confirm
Diarrhoea & Vomiting	Up to 48 hours from last episode when sickness is caused by a virus	Please check with school once vomiting / diarrhoea has stopped
Whooping Cough	5 days from commencing antibiotic treatment	Preventable by vaccine
Conjunctivitis	None	
Mumps	5 days from onset of swelling	Preventable by vaccine
Threadworm	None	Treatment from chemist
Tonsillitis	None	Possible need for antibiotics, check with doctor

Conditions of Use for Photographs in school

1. In the Admissions booklet there is a form we ask you to complete for use of photographs in school. This form is valid for the period of time your child attends this school. Your consent will automatically expire after this time.
2. We will not re-use any photographs or recordings after your child leaves this school.
3. We will not use the personal details or full names (which means first name and surname) of any child or adult in a photographic image, on video, on our website, in our school prospectus or in any of our other printed publications.
4. We will not include personal email or postal addresses, or telephone or fax numbers on video, on our website, or in our school prospectus or other printed publications.
5. If we use photographs of individual children we will not use the full name of that child in any accompanying text or caption.
6. If we use the full name of a pupil in the text, we will not use photograph of that child to accompany the article.
7. We may not include pictures of pupils and teachers that have been drawn by the pupils. We may use group or class photographs or footage with very general labels, such as a science lesson.
8. We will only use images of pupils who are suitably dressed.
9. Parents should note that websites can be viewed throughout the world and not just in the United Kingdom, where UK law applies.

Note on Use of Images by the Media

If you give permission for your child's image to be used by the media then you should be aware that:

- The media will want to use any printed or broadcast media pictures that they take, alongside the relevant story.
- It is likely that they will wish to publish the child's name, age and the school name in caption for the picture (possible exceptions to this are large group or team photographs).
- It is possible that the newspaper will re-publish the story on their website, or distribute it more widely to other newspapers or media organisations.

I will use ICT in school only for agreed activities

I will not share my ICT Password

I will only delete or open my own files

I will make sure ICT communication with other pupils and adults is polite and responsible.

I will not send anything offensive or be involved in cyber-bullying ,I will report anything like this to staff.

I will not send pupils or adults any content which is unpleasant. If I find something like this, I will report it to my teacher.

I will not share details of my name,phone number or address.

I am responsible for my behaviour while using ICT.

I will not upload images,sound,video or text context that could upset pupils ,staff and others.

I know that my use of ICT can be checked and that my parent/carer will be contacted if a member of school staff is concerned about my e-safety.

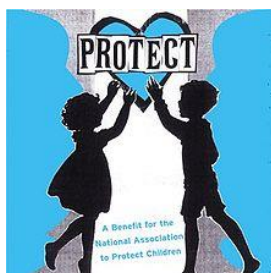
If I see something online that makes me feel uncomfortable,I will inform my class teacher.

Keeping Our Pupils Safe

The safety and wellbeing of all our pupils is paramount at Cribden House School and we have robust Safeguarding Procedures in place.

Our Safeguarding and Child Protection Policy is available in school or can be read online or on our website. Duty of Care is everyone's responsibility and all concerns will be followed up.

If you would like a copy of the policy please feel free to contact the school.



The staff responsible for Safeguarding and Child Protection are :

Siobhan Halligan - Headteacher (Designated Safeguarding Leader)
head@cribdenhouse.lancs.sch.uk

Joanne Ashworth - Deputy Headteacher (Designated Safeguarding Lead)
deputyhead@cribdenhouse.lancs.sch.uk

Ryan Baker – Assistant Headteacher (Designated Safeguarding Lead)
rbaker@cribdenhouse.lancs.sch.uk

Zara Lowton - Family Support 07749432446
zlowton@cribdenhouse.lancs.sch.uk

Amy Edmundson - Family Support 07596295990
aedmundson@cribdenhouse.lancs.sch.uk

Joanne Ramsay – 07541691893
jramsay@cribdenhouse.lancs.sch.uk

Other Information

School Lunches

School lunches are charged at £10.00 per week for those not entitled Universal School Meals and Free Schools Meals. If you think your child could be entitled to Free School Meals a form is enclosed in your Admin Pack. Please fill this in and return to school. If your child has any food allergies, dislikes, or is a vegetarian, please inform us. The teacher and TA will escort their own group to the dining room at the specified time. Teams will take responsibility for their own children. Please let school know if your child has any special dietary requirements.

Packed Lunches

Children are allowed to bring a packed lunch as an alternative to the school meal. As a school we encourage healthy lunchboxes – no fizzy drinks, chocolate or sweets allowed. Only children with packed lunches are allowed to bring drinks/food into school. Children on school meals will be provided with snacks and drinks if needed during the day.

Children's personal belongings

Children should not bring any personal belongings in to school. If they do so, they will be asked to give these to a member of staff for safe-keeping.

Emergencies

It is essential that we have a telephone number to contact you in an emergency. We request that if you have a mobile number your phone is switched on. If for any reason a number changes please let the office at school know immediately.

Complaints

When first visiting school, we will explain the work of the school and the difficulties that can be experienced.

If there are any problems or complaints, it is helpful if they can be raised with a member of staff as soon as possible. They may then need to pass this on to the Deputy or Headteacher.

A complaint may be the result of perceived unfair treatment, unwelcome or disputed decisions, delay or dissatisfaction concerning decision-making, or the quality of the service.

Complaints may be made by children, parents, guardians, or a person acting on the behalf of a child at the school.

If after discussion, the complainant is not satisfied then advice is available on further procedure and there is a complaints procedure which will be followed

Teaching Staff

Siobhan Halligan	Headteacher
Joanne Ashworth	Deputy Headteacher
Ryan Baker	Assistant Headteacher
Ryan Standring	Class Teacher
Abigail Baker	Class Teacher
Andrew Robinson	Class Teacher
Emily Aspinall	Class Teacher
Katie Newham	Class Teacher
Sherryl Wright	Class Teacher
Sean Kelleher	Class Teacher
Sandy Merry	Class Teacher
Rebecca Slinger	Class Teacher
Tracey Maudsley	HLTA
Daniel Davidson	HLTA
Laura Eastham	HLTA
Joanna Henry Jones	HLTA

Support staff

Teaching Assistant Level 3	
Christian Creech	Andrea Coyle
Teaching Assistant Level 2	
Maisie Searle	Clare Sharp
Wendy Lang	Stephen Parker - Brine
Suneeta Khan	Marcus Palmer

Frankie Yates	Gemma Tomlinson
Rajmin Begum	Michelle Houghton
Ciara McLaughlin	Nikita Haigh
Chloe Lang	Jessica Edwards
Teaching Assistant Level 1	
Lauren Foster	Sarah Mortimer
Runa Choudhury	Nina Losardo
Nickola Martin	Keisha Hoy
Sarah Hoey	Emma Slavinski
Hayley Winters	Lorna Abbott
Nicola Horsley	Kyrah Mortimer
Erin Taylor	Krista Robertson
Charlotte Astin	
Family Support Workers	
Amy Edmundson	Zara Lowton
Joanne Ramsay	
Intervention & Outdoor	
Neville Henderson	Charlotte Weldon
Jodie Clough	Catherine Pennington
Apprentices	
Bethany Parker	Rebecca Williams
Connor Knights	Leighanne Ball
Melisa Heys	Jacob Ireland

Admin and Premises Staff

Karen Wood	School Business Manager
Vicky Ward	Business Administration
Michelle Peel	Business Administration
Danny Haigh	Site Supervisor 1
Beverley Bibby	School Cook

Cribden House Governing Body

LA Governor	Mr N. Pilling (Chair)
Co-opted Governors	Nicky Caine Claire Crowley Andrew Tomlinson Stephen Brown Jenny Thomas
Headteacher	Siobhan Halligan
Parent Governor	Amy Walmsley Nick Pike
Teacher Governor	Tracey Maudsley

Relationships & Regulation Policy

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Vision

Our vision is to

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- Extending our provision across all Key Stages so that Cribden House can impact the lives of children right into adulthood.
- Developing ambitious school leaders who will run successful SEMH and ASC schools in the future.

Core Values

The core values for everyone in Cribden House school are:

Teamwork

Respect

Inclusive

Positive

School and Home

Schools in partnership with home have a major part to play in the development of regulation and relationships. All staff in school are committed to helping the children to succeed and require a similar commitment from the pupils and their parents/carers. This partnership begins at admission and is ongoing and integral to the success of the child whilst at Cribden House School.

It is the policy of Cribden House School to have a shared code of values for all staff and pupils based on:

- *Teamwork*
- *Respect* for everyone
- Being *inclusive*
- Promoting a *positive* approach

In order to achieve these aims we believe that staff, pupils, parents/carers and school governors need to work together to ensure a consistency in the development of regulated behaviour through the school relationship and regulation policy. This policy sets out:

1. What we think are the benefits of regulated behaviour
2. Our behavioural expectations
3. How we encourage regulated behaviour
4. How we discourage dysregulated behaviour

The School Relationships and Regulation Policy is an integral part of our work at Cribden House. At a school level it will enhance the function of the school as an organisation by providing clear structure, and effective and consistent organisation which will facilitate the development of other aspects of school life e.g. Learning.

Each pupil has an Educational Health and Care plan and school will aim to meet the outcomes of the EHC plan. This will include recording of incidents and class-based monitoring to inform the regular review process.

In order to meet the needs of pupils with more complex and challenging difficulties we may need to work in partnership with other agencies. In situations where we cannot meet the needs of a particular pupil our policy of on-going monitoring and review will recommend a formal re-assessment of Special Educational Needs.

Benefits Of Regulated Behaviour

At Cribden House we believe that when staff, pupils and parents value regulated behaviour,

Pupils:

- Learn and understand more
- Achieve more personally
- Value themselves, their work and the environment
- Respect others, their work and their property
- Become better at taking personal responsibility
- Enjoy a happy working atmosphere
- Develop good working relationships with staff and each other
- Value education

Staff:

- Teach more effectively
- Are better able to meet individual needs
- Develop strong relationships with pupils
- Enjoy a happy working atmosphere
- Experience greater job satisfaction
- Have more opportunity for positive contact with parents/carers

Parents/carers

- Know that their children will be educated in a safe and happy environment
- Can be confident that their children will achieve their best
- Can be sure that their children will receive appropriate support
- Can be positively involved in their children's progress

Our Expectations Of Behaviour

At Cribden House we expect all members of the school community to behave safely and treat everyone with respect. The expectations for each child will be differentiated according to their baseline and appropriate to their emotional stage of development.

Pupils

Respecting ourselves:

Our pupils will:

- a) be encouraged to recognise and value their achievements, however small, so as to improve self-esteem and confidence
- b) be encouraged to care and develop respect for themselves through good health and personal hygiene and reducing unsafe behaviours.

Respecting others:

Our pupils will be encouraged to:

1. Relationships
 - a. Communicate politely to everyone in school where possible – including non-verbally Makaton, PECS, body language
 - b. Be co-operative with staff
 - c. Use acceptable language to adults and pupils
 - d. Respect the individuality and diversity of others

2. Responsibilities
 - a. Attend school every day and be ready for the taxi
 - b. Travel safely to and from school
 - c. Try hard to complete tasks set by any adult during lessons or activities
 - d. Comply with all reasonable requests from staff in school, out of school and during transport to and from school.
 - e. Wear a school uniform.
 - f. Hand belongings in at the start of each day to the taxi team

Respect Property:

Our pupils will be encouraged to:

- a. Treat all parts of the building and Outdoor facilities with respect
- b. Use equipment safely and appropriately
- c. Move around the school in a safe and regulated manner

Staff

Staff will be expected to treat all members of the school community with respect in the following way:

1. Relationships
 - a. Communicate politely to everyone in school (including non-verbal where appropriate – Makaton, PECs, body language)
 - b. Listen to the views of children and their families
 - c. Be professional at all times
 - d. Respect the individuality and diversity of others

2. Responsibilities
 - a. Be ready and prepared for each school day
 - b. Deliver and support quality learning for all pupils
 - c. Have high expectations of every child's ability to make progress in work and behaviour
 - d. Demonstrate positive regard for every child in school
 - e. Model exemplary behaviours at all times

How We Encourage Regulated Behaviour In School

We have a school – wide reward system which aims to encourage pupils to make regulated behaviour choices.

There are two clear levels at which behaviour is monitored, recorded and rewarded:

The Individual Level – Provision Plan/Individual Behaviour Plan

Each child will have a personalised Provision Plan written at the beginning of the school year and reviewed termly. This plan will include targets for both work and behaviour in order to meet the outcomes of their EHC plan. Each child will also have an Individual Behaviour Plan.

Reward System

It is not enough to just inform pupils of what is and is not regulated behaviour. It is necessary to promote and motivate them towards positive achievement. To facilitate this, a system of incentives and rewards has been developed. The emphasis of our rewards system is for pupils to take more responsibility for their own regulation through self-improvement. Pupils are generally in competition with themselves, not each other and success brings recognition and acceptance of achievement by the school community which hopefully fosters a sense of well-being.

Our rewards include:

Verbal encouragement and praise

Whole class recognition of achievements

Class Dojo's

Reward Certificates

Vouchers to spend on prizes and reward trips

Dip in the prize box

Star of the day & week

Wrist bands

Contacting parents or carers – good news phone calls

Extra free time

Reward trips

Home sticker charts (where appropriate)

Taxi sticker charts (where appropriate)

Cribden House School Celebration Assemblies

On a Friday, each class will choose children who have made a good effort overall during the week to improve their work and behaviour. They will receive a variety of awards and certificates based on academic effort and personal qualities (eg resilience, perseverance, independence).

How We Discourage Dysregulated Behaviour In School

This is positively reinforced through a wide range of strategies demonstrating regulated and dysregulated behaviour.

When a pupil or group of pupils does not meet these expectations we clearly need to respond firmly and consistently.

Therefore, a number of sanctions both within the classroom setting and beyond are applied when necessary to maintain order throughout the school. Initially, all difficulties that arise are managed by a staff member of the team and many classroom behaviour management techniques are employed e.g. loss of privileges, break-times, complete class work etc. Our aim is for pupils to respond to the clear boundaries of the school-wide system and learn about natural consequences.

Level 1 Verbal support by staff and rules reminder

Level 2 Supported time – away from class to co-regulate and learn self-regulation strategies e.g. sensory break, walk around forest trail, kickabout football session, go-kart riding, breathing activities, playdoh, colouring etc

Level 3 Make up lost learning time when and if appropriate - vouchers may be taken to 'pay' for damage

Level 4 Within school exclusion – this may be used as a consequence for violence/aggression

Level 5 Fixed term exclusion

Level 6 Review of placement/permanent exclusion

Numbers 1-4 are the responsibility of all school staff to employ. The sanctions must be used consistently with the main aim to return the pupil back into class as soon as possible. The pupils must be clear why they are receiving a sanction and this should be related to their own personal targets, behaviour and education. The pupils should

be encouraged to return to learning as soon as possible. The expectations and consequences for pupils must always be appropriate to their cognitive and emotional stage of development

Our aim is to reach a resolution as quickly as possible and re-focus our attention on regulated behaviour. This supports our 'fresh start' policy.

Supported Time

A child may be asked to sit away from class with adult support class if he/she needs to regulate, is stopping others learning or making unsafe choices. The purpose is to allow a child to recover, co-regulate with an adult or work without chat and distraction.

Care and Control/Physical Intervention/Teamteach

There are occasions when physical intervention is necessary to manage some incidents in school and beyond the school gates – e.g. when children are travelling on the school minibus.

Teachers and other persons who are authorised by the Headteacher to have control or charge of pupils may use reasonable force (DFE) in the following circumstances:

- Where action is necessary in self-defence, or because there is an imminent risk of injury to the pupil themselves or others.
- Where there is a developing risk of injury, or significant damage of property.
- Where the pupil is behaving in a way that is compromising good order and discipline at the school or among other pupils, whether this behaviour occurs in a classroom during a teaching session or elsewhere, and where all other strategies have not resulted in a change of behaviour.
- Where the pupil is committing a criminal offence, whether or not the pupil concerned has reached the age of criminal responsibility.

All teachers are authorised to use reasonable force to control or restrain pupils. The Headteacher can identify people other than teachers whom they wish to authorise to have control or have charge of a pupil to be able to use force if necessary. The Headteacher is responsible for maintaining an up to date list of authorised personnel.

All staff in school have been trained to use Team-teach, a holistic behaviour management system which incorporates a safe Physical Restrictive Intervention programme.

Team Teach Procedures

There may be times when pupils become extremely upset, possibly violent, and in these instances they may be physically held to avoid injury to themselves or others, or to prevent significant damage. This may involve the use of restrictive physical intervention as a last resort. Where a physical intervention is used, the aim is to move

positively out of this situation as soon as it is safe to do so. On these occasions a Physical Intervention form will be completed on the BehaviourSmart system and parents/carers/social care informed that their child has been held and any report of injuries will be made.

We keep careful records of “incidents” to ensure we are effectively responding to the needs of all children. In addition Individual Behaviour Plans are used to support the development of more positive behaviour patterns.

Post Incident Learning

This will take place with every child who has been held or moved. A debrief involves listening to a child’s account of what happened, sharing the staff view, talking about how feelings affect behaviour and then together finding ways to plan alternative strategies.

This debrief will happen at an appropriate time later in the day when the child has settled and achieved some positive outcomes or the following day.

Risk Assessments for Challenging Behaviours

The school will undertake risk assessments for all pupils with challenging behaviour in order to minimise risks, protect pupils and staff and to exercise the school’s ‘Duty of Care.’

This will involve assessing the context and probability of risks and the seriousness of any likely outcomes for pupils or staff. If further action or strategies are identified in the risk assessment process the school will take action to implement these in order to safeguard pupils and other members of the school community.

Any damage to property, violence to others (staff and pupils) or unsafe behaviour will result in moving up the levels quickly and this is at the discretion of all school staff. Vouchers earned may be used to pay for any minor damage. In exceptional circumstances a bill may be sent home for more costly vandalism or damage.

Pupils leaving the classroom or the school building

Teamteach and reasonable force’ is used as a ***‘last resort’*** and not to contain or force a pupil to stay in school or class. However we have a duty of care to all our pupils and staff. In every case where a pupil is attempting to leave a room or the school, we will make a dynamic risk assessment. In most cases, we will endeavour to keep pupils in the school building or grounds. However if this puts children or adults at further risk then Parents/carers/social care may need to be contacted to arrange collection of their child.

Sensory spaces (tents)

Sensory spaces are to be used to support a child’s sensory needs.

Children may use the spaces for a variety of purposes e.g. to experience calm and mindfulness, talk to an adult away from others, play with sensory toys and resources, regulate their emotions.

An adult will help to co-regulate if needed and support with self-regulation ideas and strategies.

Safe spaces

In a crisis situation in which there is danger to an adult or a child and a dynamic risk assessment would not support restraint, a 'safe space' may be used as an emergency with a door closed for a short period. This is not a punishment and is based upon risk and the need to keep all safe whilst the child calms.

The child will remain in the room for the shortest period possible, will be able to see the adult at all times and be supported with strategies to allow the adult to co-regulate with them at the first opportunity.

Once calm and the child has fully recovered, parent/carer will be informed and a detailed debrief will take place as soon as possible. The aim will be to listen to the child and adults perspective, repair relationships, plan a way forward with child, staff and parent and avoid such an emergency response in the future. The child's Risk assessment/IBP (individual behaviour plan) will be reviewed.

Exclusion

On rare occasions it may be necessary to formally exclude a child for a period of time. This is kept to the minimum but does require a return to school admission meeting with the child. Parents/carers will usually be asked to attend this meeting.

Exclusion will not be imposed in the heat of the moment unless there is an immediate threat to the safety of the pupil concerned or others in the school. If a fixed term exclusion of 6 or more days is necessary, from day 6 following, the child will receive full time education organised by Cribden House School.

Unacceptable behaviour which might result in fixed term exclusion include:

- Physical assault to pupil or staff (including spitting)
- Verbal abuse / threatening behaviour
- Bullying
- Racist abuse / harassment
- Sexual misconduct
- Damage
- Theft
- Drug and alcohol related incidents
- Persistent disruptive behaviour

Only the Headteacher, (or the person fulfilling this role in his/her absence) can make the decision to exclude a pupil and in making that decision he/she will take into account the likely impact of the misconduct on the life of the school. This may include behaviour on or off the premises which is in breach of the standards of behaviour expected by the school.

(Pupils may be excluded for any unprovoked attack on staff or other pupils)

Placement Reviews will normally be used only as the final step in a process for dealing with disciplinary offences when a wide range of other strategies has been tried without success, and where the school believes it can no longer meet the needs of the pupil.

In exceptional circumstances, the Headteacher might consider it regulated to permanently exclude a pupil for a first or one off offence e.g.

- Serious actual violence against another pupil or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and wellbeing of the school community.

In making the decision to exclude, the Headteacher will follow the procedures laid out in the guidance produced by the DfES and the Local Authority, and will seek the advice of the Local Authority where necessary. Parents/carers will be involved in the process and kept informed of the actions taken.

Powers to search and confiscate

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item eg a weapon, drugs, alcohol etc.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Police involvement

Where a pupil's behaviour is not successfully modified by the use of school-based rewards and sanctions and **Individual Behaviour Plans** have not resulted in behaviour which can be managed or contained safely within school, then school may need to involve the police. This will be as a response to serious aggression, assault or damage and will be a very last resort.

Bullying and Harassment

Cribden House School is committed to a whole school approach against bullying and harassment in any form. This includes racial, sexual and homophobic harassment.

Bullying and harassment is not only hurtful but it stops pupils from learning. Pupils are expected to demonstrate care and courtesy towards each other, respect one another and respect difference and diversity.

This school will not tolerate any kind of harassment and bullies or instigators of harassment will be dealt with firmly (see Anti Bullying Policy).

Racial Harassment and Racist Incidents

The school follows the guidance issued by the Local Authority on dealing with racial harassment and racist incidents that occur in school. Racial harassment will not be tolerated and the perpetrator(s) of the harassment or racist abuse will be dealt with firmly and sanctions applied as regulated. In many cases the parents/carers of the pupil(s) in question will be contacted and may be asked into school to discuss their child's behaviour. Victims of racist abuse and harassment will be supported both at the time of the incident and following the incident if necessary.

The school will complete a racist incident report form following every racist incident that occurs in school (no information that may identify a perpetrator or victim will be included on this form). This will be returned to the Local Authority who will follow up serious incidents with the school and other regulated agencies.

Recording and Reporting of Incidents

The school has clear procedures in place for recording incidents of dysregulated behaviour and conduct of which all staff are made aware and reminded on a regular basis.

The school has advised staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements. The procedures for recording and reporting incidents are reviewed regularly.

In addition to the school's own reporting procedures, the school also follows the Local Authority's guidance for recording and reporting particular types of incident. The reports that the school sends to the Local Authority are listed:

- **Accident/Incident Report Form** – the school is required to complete a form following every accident or incident that occurs in school, and complete a form on Oracle.
- **Exclusion Notification Form** – an exclusion notification form is completed and signed by the Headteacher following every exclusion issued. This is sent to the Local Authority who monitor all exclusions, notifies other relevant services of exclusions where regulated and produces annual statistics on the number of exclusions in the Borough.

- **Racist Incidents** – these are recorded on CPOMs and restorative/educational work completed with children. Annual numbers are reported to the Governing Body

The school ensures that completed forms and any photocopies containing personal information are kept secure as required by the Data Protection Act and that only authorised persons can see the information.

Complaints Procedure

Our school's Complaints Policy can be found on the school website. In the event of a complaint against a member of staff, thorough, speedy and regulated investigations will be carried out. School will refer to the guidance set out in the *Dealing with Allegations of Abuse against Teachers and Other Staff* document when deciding what immediate action should be taken. If the decision is taken to suspend a member of staff, the school has a duty of care and must ensure that the member of staff is provided with regulated support and pastoral care.

Monitoring, Evaluation and Review

The school monitors behaviour incidents in order to identify issues and trends in terms of:

- Type of incident
- Pupils involved
- Timeliness of response
- Outcomes

The school evaluates its practice against key improvement objectives which include:

- Improvement of individual behaviour
- General behaviour patterns
- Balance in the use of rewards and sanctions
- Staff support and training needs
- Curriculum access and academic progress
- Equal opportunities
- Behaviour management trends over time
- Effectiveness of the policy in encouraging positive behaviours
- Multi agency support

The school assures high levels of confidentiality within its monitoring and reporting arrangements.

The Relationships and Regulation Policy as a whole will be reviewed on a regular basis.

Feedback and Information Sharing

The school will report details of the implementation of the behaviour management programme to parents.

Staff will receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcomes of referrals.

Relevant information is shared with all members of staff and the Governing Body to better inform decision making and to assist in meeting the educational needs of all pupils at the school.