



WHOLE SCHOOL POLICY FOR RELATIONSHIPS & REGULATION

Cribden House Community Special School

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online • Academies, including free schools, and independent schools insert:
 - Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance for Mental Health and behaviour 2018

Other policies and documents that should be read in conjunction with this Policy are

- Staff code of Conduct
- Child Protection Policy
- Anti-Bullying Policy
- Online Safety Policy

Purpose Statement of Cribden House School

“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:

- Continuously developing highly skilled practitioners and leaders at every level.
- 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.
- 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 eg. 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:

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

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:

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

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 eg 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 – eg 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 eg 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 appropriate 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.

Reviewed

This policy was reviewed in September 2023.