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‘Learning for Life’

Behaviour and Welfare Policy 2023-2024

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# Policy Overview

## Policy Details

|  |  |
| --- | --- |
| **Policy Title:** | Behaviour and Welfare Policy 2023-2024 |
| **Target Audience:** | Pupils, Parents Teachers |
| **Policy Review Lead:** | Gary Harrison |
| **Personnel Involved in the**  **Review of this Policy:** | Executive Headteacher, Head of School and Senior Leadership Team |
| **This policy was presented to**  **the Board of Governors on:** | 14 October 2023 |
| **This policy was ratified by the Board of Governors on:** | 14 October 2023 |
| **This policy is effective from:** | 01 September 2023 |
| **Frequency of Policy Review:** | This policy should be reviewed annually |
| **This policy will be reviewed:** | On or before September 2024 |
| **Executive Headteacher:** | Helen Dunbavin |
| **Head of School:** | Leanne Fletcher |
| **Chair of Board of Governors** | Matthew Walker |

## Record of Policy Amendments

The following table outlines any significant changes/amendments made to this policy since it was last ratified by the Board of Governors.

|  |  |  |
| --- | --- | --- |
| **DATE OF REVIEW OR**  **AMENDMENT** | **SUMMARY OF CHANGES / AMENDMENTS TO POLICY** | **AMENDED BY** |
| 02/2024 | Rebranded formating and Exectutive Headteacher amends | AnAr |
|  |  |  |
|  |  |  |

## Monitoring and Evaluation of the Policy

It is the responsibility of the Board of Governors, in liaison with the Headteacher, to monitor the effectiveness of this policy. This policy will be reviewed annually but may be updated sooner in response to:

* relevant circulars and publications provided by the Department of Education (DFE) / Education Authority (LEA);
* a recommendation by Ofsted
* learning which emerges from issues/situations which arise; or
* a review of other related school policies that impact this policy.

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the Policy Review Lead listed with this document or an SLT member.

## Related School Policies and Documents

This policy is related to the following school policies and documents:

|  |
| --- |
| **Document/Policy name** |
| Staff Handbook (Code of Conduct within) |
| Safeguarding Policy |
| Attendance Policy |
| Uniform Policy |

## Equality And Diversity Statement

Hope High School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics, and all will be treated with dignity and respect.

## Policy References

This policy has been developed with reference to the following relevant sources and publications:

|  |
| --- |
| **Document/Policy name** |
| [The Key](https://schoolleaders.thekeysupport.com/policy-expert/behaviour/behaviour-model-policy-and-examples) Model Behaviour Policies |
| [Behaviour In Schools Gov](https://www.gov.uk/government/publications/behaviour-in-schools--2) |
| [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) |
| [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools) |
| section 89 of the Education and Inspections Act 2006. |
| Section 175 of the Education Act 2002, which outlines a school’s duty to safeguard and promote the welfare of its pupils |

## Policy Aims

This policy and its associated procedures aim to:

|  |  |
| --- | --- |
|  | To provide guidance to staff, parents and carers, governors and other stakeholders on how to support our learners to self-regulate, manager their behaviour and feel safe so they are ready to learn. |
|  | To provide a framework for our collective beliefs, understanding and insight into human behaviour as it relates to learners with SEND learning needs at Hope High School. |
|  | To provide a holistic, whole-person, inclusive model for our understanding of self­ regulation and behavioural needs. |

## Policy Link to School Vision, Mission and Aims

This policy reflects the Hope High Schools vision for Inspiring Excellence, Fulfilling Potential and the school’s mission to provide a stimulating, challenging and caring environment that allows each individual to develop to his/her full potential.

The policy relates directly to the following school aims whereby we:

* challenge and stimulate the minds of pupils through excellent teaching, diverse learning opportunities, and a rich, balanced curriculum;
* provide pupils with every opportunity to flourish academically and to develop their skills, gifts and talents as individuals;
* tailor personalised learning and specialist support to meet the needs of pupils so that they reach their full potential;
* offer an extensive extra-curricular programme that enriches and extends the curriculum, encouraging pupils to explore and develop their personal interests;
* develop wide ranging opportunities for pupil leadership to enable pupils to develop the skills, knowledge and qualities they will need to be leaders in the future;
* support and encourage pupils to play an active and responsible role in society, to develop as global citizens and to use their talents for the service of others; and
* work in close partnership with parents/guardians and members of the wider community to provide the best possible education for all pupils.

## Abbreviations Used in Policy

The following abbreviations are used throughout this policy:

|  |  |
| --- | --- |
| **DFE** | Department for Education |
| **LEA** | Lancashire Education Authority |
| **EHT/HT** | Executive Headteacher/Headteacher |
| **HOS** | Head of School |
| **DHT** | Deputy Headteacher |
| **AHT** | Assistant Headteacher |
| **SENCO** | Special Education Needs Coordinator |
| **DSL** | Designated Safeguarding Lead |

# Key Beliefs

At Hope High school we want our Behaviour Policy to reflect our insight and understanding of the needs of our pupils and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner so they can be ready to engage with their learning. We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our learners with ranging needs. This includes learners with Moderate Learning Difficulties, Autistic Spectrum Disorders, Communication Disorders, Sensory Needs, Physical Needs, and/or Social, Emotional Mental Health Needs.

We consider that behaviours which challenge always happen for a reason - it can arise for different reasons which are personal to the individual. Learners who display, or are at risk of displaying behaviours which challenge, might need support which involves both positive support, such as positive behavioural support, and some form of restrictive practice or intervention. Any restrictive intervention must be legally and ethically justified, be absolutely necessary to prevent serious harm, and be the least restrictive option.

At Hope High School we believe that:

* Our learners want to behave well.
* Behaviour is a means of communication.
* With the right support and intervention, learners can learn to self-regulate and manage their own behaviour.
* Mistakes are part of the learning process and we recognise that all of our learners are at different stages of the developmental process.
* All of our learners have learning difficulties and other needs which impact on how they learn to regulate and manage their behaviour.
* Teachers and support staff must be given the opportunity to learn, understand and have insight into why our learners become dysregulated, and reflect on how/why it impacts on their behaviour.
* To work collectively with our learners, their parents/caregivers and other professionals to develop strategies as part of a pupil learning plan (PLP) to support them to self-regulate and manage their behaviour in a positive manner.

Teaching and support staff can support our learners by:

* Being mindful and reflecting on the quality of our relationships with each other and them.
* Reflecting and being committed to continuously improve on the quality of our provision.
* Reflecting with parents and carers and other professionals so we are well-informed and have insight and understanding of their individual needs.
* Reflecting and planning the "scaffolding" we put in place to support them to learn self-regulation skills.
* By observing, gathering and analysing data on behaviour - to ensure our interventions are personalised, well informed and planned according to the needs of each individual within the context of their class or within particular lessons on- and off-site.
* To work in close partnership with our learners, their parents and carers, and other professionals working with them e.g. specialist teachers.
* To invest time, and allow safe spaces and opportunities for learners to practise these skills and make mistakes from which they can learn, develop and grow.

The resources, interventions and learning consist of:

* A variety of individualised interventions for pupils.
* Clear and realistic expectations.
* Rules and boundaries.
* Routines.
* The language of choice.
* Rewards and logical consequences.
* Reparation wherever possible and appropriate.
* Positive praise.
* Fair and predictable responses to both negative and positive behaviour.

# Supporting self-regulation and positive behaviour

## The quality of our relationships

1. Our relationships with each other are supported and developed by our Staff Handbook and CPD sessions. They provide a framework to help us to provide good models of behaviour at all times for our learners.
2. The quality of our relationships with our learners. These relationships are crucial. Each adult is a significant adult for our learners. To foster successful, enabling relationships we need to:

* Actively build trust and rapport with all children and young people.
* We should have high expectations for all learners. When we demonstrate our belief in them, it supports them to succeed.
* We treat learners with dignity and respect at all times by communicating carefully and clearly in a way that is accessible and appropriate.
* Identify the strengths of the learner - identify these with the learner where possible and build on it.
* Apologise if you make a mistake - you are modelling this for the learner and this will support you to build trust and respect.
* Quietly but firmly hold appropriate boundaries for the learners.
* We are always respectful to learners; we do not talk about them over their heads or in front of other learners.
* We are non-judgemental about learners' life experiences, but we use behavioural data to inform our planning for them.

## The quality of our provision

If we are able to meet each learner at his/her point of need and development, it is more likely that challenging or harmful behaviours will decrease or stop.

To do this we need to:

* Have communication systems in place and readily available when child or young person is presenting as dysregulated. This is their "voice" and should be accessible at all times, but especially during times of dysregulation or distress when it is often difficult to make use of other communication methods.
* Know their sensory processing difficulties and have appropriate strategies and resources available to support the learner to access sensory strategies that may allow them to de- escalate and return to a state of better regulation.
* Provide interventions that suit the needs of our learners in terms of their social, emotional and mental health needs.
* Accurately assess and understand the learners' needs by referring back to their EHCPs, minutes from their Annual Reviews and PLPs.
* Support the learner to develop high levels of resilience and have high expectations for every learner.
* Support learners to develop high self- esteem, so that they believe that they can succeed.
* Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the learner to do.
* Know what motivates each learner and use this as positive reinforcements.
* Personalised learning to ensure that we meet each learner at his/her point of development and learning.
* Give the learner feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress.
* Praise the learner for the specific achievements, i.e. descriptive praise and do this often.

## Interventions we provide

* Thrive approach <https://www.thriveapproach.com/>
* Pastoral Team
* Academic Interventions
* Speech and Language (SALT)
* Counselling and mental Health Support

## Organising the classroom for effective communication and behaviour

The guidance offered to staff to reflect on the support our learners need to learn how to self-regulate and manage their own behaviour successfully.

## Systems to support behaviour

Rules and expectations to support positive behaviour should be:

* Clearly explained to pupils.
* Communicated in a way that the learners can understand, including visual cues, objects of reference, social stories etc.
* Stated in the positive - things we are going to do.
* Regularly referred to by class team.

## Routines

Consistent class/lesson/activity routines support our learners to understand expectations, manage anxiety, mentally and physically prepare themselves for their day - allowing them to learn how to self-regulate, engage with learning/activities and manage their behaviours positively. This must be explicitly taught - don't assume they know them. You will need to teach routines for all activities. The more consistency there is over routines, the easier it is for our learners. Routines also support behaviour for learning.

Staff should however also reflect on how they support learners to adapt to changes to routines and how they prepare them for changes, as this is an important life skill. Changes to routines should be practiced using appropriate visual resources to allow our learners to learn that changes can be managed in a positive manner.

## Class Expectations

* Teachers should greet students when entering the classroom.
* Teachers should provide starters or retrieval and recall questions to help settle students.
* The classroom should be calm and orderly.
* The three-warning system should be used to help keep the classroom environment calm and orderly.
* Pastoral support should be used to help keep the classroom environment calm and orderly.

## The language of choice

This is part of helping our learners to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both positive and negative.

We use specific descriptive praise when we see them making a good choice - we can never do too much of this.

We link consequences to the choices they make, to help them make the best choice.

This communication:

* Increases learners' sense of responsibility.
* Regards mistakes as part of learning.
* Removes the struggle for power.
* Is positive.
* Helps them to take responsibility.
* Helps them to manage their own behaviour.
* Increases their independence

# Rewards and consequences

## Rewards

At Hope High school we follow a four-point behaviour system which is reflective of positive behaviour and academic effort. Pupils can be rewarded 1 to 4 points for lessons.

These points are given to pupils for behaviour in class and their attitude to learning. It is the subject teacher’s responsibility to reward these points and inform the student ideally visually at the end of each lesson.

Points are accumulated over a period and used to reward pupils in the following ways:

Weekly points:

* Pupils are praised during the weekly assembly by their form tutor for the highest points in their form.
* Pupils with the most improved points are praised during the reward assembly by their form tutor.
* The top performing KS3 and KS4 pupils are displayed on the “Proud Friday Achievement board”.

Termly rewards:

* Pupils that accumulate enough points to achieve a purple term will receive a £20 gift voucher.
* Pupils that accumulate enough points to achieve a green term will receive a £15 gift voucher.

Other forms of rewards:

* Descriptive praise.
* Communication with parents and carers to inform them of the behaviour or achievement.
* Special responsibilities/privileges (Such as prefect duties).
* Preferred activities above and beyond the scheduled daily activities (e.g. intervention rooms, bike, laptop, choosing time).

## Consequences

1. We do not believe in sanctions or punishment. However we do believe in logical consequences. For example:

|  |  |
| --- | --- |
| **Behaviour** | **Consequence** |
| Learner disrupts activity or behaves in a way that makes other learners feel unsafe. | Learner is given 3 warnings for behaviours, unless it is serious in nature, before the Pastoral team is called for.  Serious behaviours will result in the Pastoral team being called for support.  Learner is offered a walk and talk with member of staff (class support or Pastoral team).  Learner is supported by an adult to consider their behaviour.  Learner apologises to the group,  for his/her specific actions and carries on with the activity.  Learner is welcomed back to the class in a positive manner, showing the learner that they are valued. |
| Learner refuses to complete work, but is not disruptive to others. | Staff offer to support the learner to overcome any barriers to learning.  Learner is encouraged to start and complete set work to the best of their abilities.  Learner is offered alternative area to work if it is available.  Teacher decides whether the learner needs to owe time to complete given work.   * Is the pupil having a “bad” day but they usually complete given work? * Is it a regular occurrence that is having a negative impact of progress? Intervention or catchup session maybe required. |

1. It is important for our learners to clearly link a specific behaviour with its consequence.
2. The consequence needs to be logical in nature, to support the learners understanding of both positive and negative consequences.
3. It is also important for adults to review what has happened. Was there anything that could have been done differently to support this learner to manage?

## Reparation

Reparation means repairing relationships, or 'making good' in some way. We use a restorative justice system, which allows all parties to have their say and explain how they feel.

We believe that our learners should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses the learner's mind on the punishment, rather than what s/he did. This frequently leads to learners feeling angry about the punishment, rather than thinking about the impact of their behaviour on others.

Staff need to reflect on their own practice, to consider if their actions may have escalated a situation and what they could do differently and proactively next time.

# Rules and expectations

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact Mrs Helen Dunbavin if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

## Each person is expected to treat everyone with respect

This means we:

|  |  |
| --- | --- |
| **DO** | **DO NOT** |
| Use people’s proper names and titles | Call people names or use nicknames without their consent |
| Use words which do not offend or hurt others | Use swearwords or racist, sexist or homophobic language |
| Behave with respect for personal safety and space | Hit, hurt or abuse anyone in school or use threatening words or intimidating behaviour. |
| State our own opinions and allow others to do the same | Use ‘putdowns’ or insult other people’s points of view |
| Allow others to carry out their work or other duties | Interrupt or disrupt learning or leisure activities |
| Follow the instructions of the person in charge of an activity | Disobey reasonable instructions of people in positions of authority or leadership |
| Understand when someone is having a difficult day. | Interfere in other people’s problems unless we are asked to help. |

## Be in the right place at the right time, ready to work

This means we:

|  |  |
| --- | --- |
| **Do** | **Do Not** |
| Get ready for the taxi/or to walk to school in time each morning | Truant from school |
| Arrive in school on time | Go offsite or out of sight when we need to be in school in lessons |
| Arrive at lessons on time | Arrive late to lessons |
| Come to school and lessons ready to work | Bring unsettled attitudes or behaviour into lessons |
| Ask for help if we are upset or otherwise not ready for a lesson | Deliberately disrupt the learning of others |

## Look after the school environment and keep it safe and tidy

This means we:

|  |  |
| --- | --- |
| **Do** | **Do Not** |
| Look after the building and its security | Damage windows, walls or furniture or act carelessly in a way which damages the building or security equipment e.g., doors and windows |
| Look after furniture and equipment and use it properly, putting things away and using the bins for litter | Drop litter or make a mess without clearing it up. |
| Switch off lights and other equipment when it is not needed and close doors and windows to keep in the heat | Waste supplies of water, electricity or other energy |
| Wear the right clothes and safety equipment in specialist areas | Ignore safety rules and guidance |
| Follow the health and safety guidance of staff |  |

## Work to the best of their ability

This means we:

|  |  |
| --- | --- |
| **Do** | **Do Not** |
| Expect to work hard in lessons | Avoid lessons and learning by disrupting the teaching or learning activities |
| Try to complete every task which is given | Accept anything less than the best we can do |
| Ask for help if work is difficult or we need more guidance on how to improve | Pretend we can do things we find hard or have not learned to do |

## Follow adult instructions

This means we:

|  |  |
| --- | --- |
| **Do** | **Do Not** |
| Expect to make mistakes sometimes | Expect ourselves to be perfect all the time |
| Take responsibility for putting things right after we make a mistake | Expect others to clear up our mistakes for us |
| Expect others to help us | Keep problems and difficulties to ourselves |
| Ask for help politely | Demand help immediately but wait until the right moment |
| Accept the help on offer | Reject or abuse those who offer to help us |
| Tell people how they can help | Expect others to always get it right when they try to help |

## School Uniform

All pupils must wear full school uniform. If pupils turn up to school without the correct school uniform parents will be contacted and they will be sent home and where possible return to school in uniform.

* School Blazer (black with logo) Must be purchased from school
* School Jumper (purple V neck) Must be purchased from school
* School tie - Must be purchased from school
* Black pants/ black or tartan skirt
* White shirt
* Black shoes/ trainers (No logos or colours)

## Mobile phones

Mobile phones are a threat to the Safeguarding of students and staff at Hope High School. During the school day when with pupils, we operate a no mobile policy to pupils and staff.

Pupils are allowed to bring mobile phones to school. If they choose to do so it is on the understanding that they agree with the following limitations on its use, namely:

* Mobile phones must be handed to staff as the pupil arrives at school to be locked in the pupils’ class base safe until the end of the day.
* Mobile phones must be always switched off during the school day and remain off whilst pupils are on the school premises. It is not acceptable for phones merely to be put on silent or pager mode.
* No pupil may take a mobile phone into a room or other area where examinations are being held.

Exceptions: -

* Residential Trips - with strict guidelines of when and how they can be used. Only if communicated.
* Medical monitoring
* Staff when external to premises for safety and communication reasons only.

For further information please refer to the Mobile Phone Policy found on the schools website <https://www.hope.lancs.sch.uk/key-information/policies>

# Learners With Exceptional Behavioural Needs

The majority of learners at the school will respond positively when teaching and support staff work within these guidelines but some of our learners need additional support to learn to self-regulate and manage their behaviour in a positive manner.

We do this by:

* Working in line with this Policy
* Putting in additional support, tailored to the specific needs of each learner.
* Observations in a range of contexts.
* Making the routines/strategies more detailed.
* Updating pupils PLPs to include strategies to best support.

# Bullying (including Cyber-bullying)

We do not tolerate bullying, but we acknowledge that some of our learners may not fully understand how their behaviour impacts on others or be experienced as bullying.

* Bullying should never be ignored
* All instances of bullying must be recorded on CPOMS.
* Parents and carers should be informed by keyworker or form tutor via telephone or in face-to-face meeting.
* Every instance needs to be addressed, in line with this policy, with each learner involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern.
* Learners need to be supported to develop age-appropriate level e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying.
* Opportunities for parents and carers to learn about online safety and how they can implement and manage this at home.

Further guidance is available in the school's Anti-Bullying Policy which is available on the schools website: <https://www.hope.lancs.sch.uk/key-information/policies>

# Discriminatory language/incidents

* Although rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our school's community.
* They should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team.
* They MUST be recorded appropriately on CPOMS, including all follow-up action.
* Some learners use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach learners how to be respectful to each other.
* Depending on the nature of the incident a Prevent referral might need to be made to MASH, who may feel that a 'Channel Panel' referral will be necessary. Our experience of such referrals are that our learners' needs are considered and both learners and parents have been supported appropriately and positively to
* understand our learners vulnerability to radicalisation in any form.

Further guidance is available in the school's Equalities Policy which is available on the schools website: <https://www.hope.lancs.sch.uk/key-information/policies>

# The use of reasonable force

This taken from government guidance – [DfE advice template (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## What is reasonable force?

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

* Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
* ‘Reasonable in the circumstances’ means using no more force than is needed.
* As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
* Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
* School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

## Who can use reasonable force?

* All members of school staff have a legal power to use reasonable force.
* This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

## When can reasonable force be used?

* Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
* In a school, force is used for two main purposes – to control pupils or to restrain them.
* The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
* The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

## Schools can use reasonable force to:

* remove disruptive children from the classroom where they have refused to follow an instruction to do so;
* prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
* prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
* prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
* restrain a pupil at risk of harming themselves through physical outbursts.

## Schools cannot:

* use force as a punishment – it is always unlawful to use force as a punishment

## Power to search pupils without consent:

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items” :

* knives and weapons
* alcohol
* illegal drugs
* stolen items
* tobacco and cigarette papers
* fireworks
* pornographic images
* any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

## Team Teach

The positive behaviour management strategies that Team Teach develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour which reduce the need for physical intervention. As a last resort, staff are trained to use positive handling techniques to resolve conflicts in ways that are safe, and which provide opportunities for repair and reflection for everyone involved.

Team Teach enables us to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, helping reduce the number of serious incidents involving physical controls, and raising the awareness of the importance of recording, reporting, monitoring and evaluating all incidents involving positive handling.

We see positive handling as just one part of a whole-setting approach to behaviour management. As such, the Team Teach framework is entirely compatible with Positive Behavioural Support (PBS) approaches for people with learning disabilities.

Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe.

For more information on Team Teach: <https://www.teamteach.com/>

# Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the 2.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn’t mean that this kind of abuse isn’t happening.

Child-on-child abuse is most likely to include, but may not be limited to:

* Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
* Abuse in intimate personal relationships between children (this is sometimes known as ‘teenage relationship abuse’)
* Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
* Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
* Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
* Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
* Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
* Upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
* Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
* Sharing of nudes and semi nudes

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

## Managing Child on Child Allegations

If staff have any concerns about child-on-child abuse, or a child makes a report to them, the following will happen:

* The incident will be reported to DSL/DSL’s
* Staff will follow safeguarding training procedures
* An immediate risk assessment will take place
* Investigation will take place
* The environment and circumstances will be considered
* External agencies will be consulted depending on the incident:
  + Lancashire Safeguarding
  + LADO
  + Police
* Parents and carers communicated with
* Everything logged around the incident on CPOMS
* The school will refer to the DFE guidance of keeping children safe in education.
* The Pupils SEND needs will also be considered

Consequences will vary depending on a number of factors and incident specifics. Hope High School will follow professional safeguarding advice on theses matters to best protect staff and pupils.

Further information also within the schools safeguarding policy located on the schools website: <https://www.hope.lancs.sch.uk/key-information/policies>

## Allegations against staff

Please refer to the safeguarding policy and whistleblowing policy on the schools website: <https://www.hope.lancs.sch.uk/key-information/policies>

# Restricting liberties

At Hope High School learners should never be:

* Locked in a room alone, without support and supervision.
* Deprived of food/drink.
* Denied access to a toilet.
* Isolated in ways that they are unable to express or communicate needs.
* Prevented from leaving spaces or rooms unless it is for their own protection or to protect the immediate safety of others. The intervention should be proportionate, reasonable and necessary.

# Exclusions

## Fixed term exclusions

We do not believe that exclusions are the most effective way to support learners with SEND, and we will always try to adapt and personalise provision for all of our learners in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a learner for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

* Incidents where the safety of the learner, other learners or staff is seriously compromised.
* Incidents of knife crime or the deliberate use of weapons in school.
* Incidents of sexual violence.
* Incidents of significant deliberate damage to property.

Decisions to exclude learners are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the learner.

Exclusions can also be managed internally and a learner may be removed from class for a fixed period of time.

## Permanent Exclusions

It is extremely rare for us to permanently exclude a learner at Hope High School.

In the event that Hope High School is not able to meet the needs of an individual learner, we will always aim to work with the learner's family and the Local Education Authority to identify a suitable alternative placement for a managed move.

All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils.