



**THE COMPLETE
EDUCATION SOLUTION**

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

Positive Behaviour Interventions and Support Policy: Our relationships

A handwritten signature in black ink that reads 'Thomas Keaney'.

Thomas Keaney, CEO and Schools' Proprietor

Date of next formal review, July 2022

This policy applies to all The Complete Education Solution
(TCES) schools and services

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INTRODUCTION

At TCES Group schools we believe that acceptable and appropriate behaviour is critical to learning, not simply in relation to academic subjects but also as an essential life skill. Emerging regulations and guidance about good behaviour and staff roles in supporting it need to be understood and implemented.

We place particular emphasis on pupils making visible, measurable progress and achieving success in all areas of development, including, social, behavioural and academic. The aim is to encourage pupils to develop self-study and organisational skills, to develop their social abilities and enjoyment within the environment of a group setting, and to build on their individual strengths and interests in order to increase self-esteem, motivation and emotional resilience.

Many of the pupils are likely to exhibit a range of challenging behaviours and emotional insecurities, including self-esteem issues, vulnerability, anxiety and lack of confidence. They may have a history of bullying or being bullied and may have had particular difficulties in coping with transitional phases, including their transfer to our schools.

All pupils will bring a wide variety of behaviour patterns based on previous experiences and on differences in home values, attitudes, parenting skills and peer modelling. For pupils with ASC this will also include behaviours associated with difficulties in developing social understanding, social communications and flexible thinking skills. We work towards standards of behaviour based on principles of honesty, respect, consideration and personal responsibility. It follows that acceptable standards of behaviour are those which reflect these principles. We recognise that pupils will feel safer if we set out clear rules and expectations of behaviour from the outset, which are clearly, visually displayed and we encourage them to take ownership of this for themselves through motivational, positive reward systems and by contributing to regular discussions on the expectations and rules of the school.

At TCES Group schools we believe that all behaviour displayed by pupils is a form of communication. The majority of pupils within our schools and services have multiple complex needs and poor behaviour is often a display of anxiety, confusion, anger or upset. Positive behaviour modification is at the centre of everything we do – we are preparing our pupils for their adult lives and they must be able to communicate in more effective ways in order to be successful. However, we hold very high expectations in behaviour for all of our pupils and, despite their barriers to learning, we expect every pupil to exhibit appropriate, safe and measured communication and behaviour. For many, this will come over time through the multiple ways we support them through positive behaviour modification.

TESTING OF BOUNDARIES

Pupils have a need to discover where important boundaries of unacceptable behaviour lie. It is natural for them to test these boundaries to confirm their existence. The proper answer to such testing is to confirm the existence of the boundaries and to do so firmly, unequivocally and at once.

All negative behaviour needs to be addressed, although occasionally very minor incidents of behaviour can be ignored and the pupil diverted into positive learning. It is still very important to mention the

behaviour during allocation of the reward system points after the lesson, but this can be a positive comment on how the pupil was beginning to 'mess around' but managed to get back 'on task'.

ADULT BEHAVIOUR

The adults encountered by pupils at school have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example will have an important influence on the pupils.

As adults we:

- encourage relationships based on kindness, respect, tolerance and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, sexual orientation, ability and disability
- show appreciation of the efforts and contributions of all
- display the highest standards of conduct, including the modelling of punctuality, consistency and fair and equitable boundaries

All staff working within the TCES Group are required to sign the TCES Group Code of Conduct upon induction and must adhere to its requirements at all times.

All staff within TCES Group schools and services are highly trained through a thorough programme of CPD, in managing behaviour, de-escalation techniques, MAPA (management of actual or potential aggression), ELKLAN (supporting pupils with Speech, Language and communication needs) and positive behaviour support.

TCES GROUP SCHOOLS' COMMUNITY VALUES

The TCES Group CEO and Schools' Proprietor's personal vision sees our schools as inclusive, thriving, socially and emotionally healthy communities - this vision is driven by his deeply held belief that human beings thrive in positive environments.

To enable this to happen TCES Group staff and pupils must be supported to own and deliver the community values of our schools and services, which are;

TCES Group Schools' Community Values

- Very high expectations
- Hard work
- Mutual respect and tolerance of all
- Authentic 'real' inclusion
- Genuine pupil, parent and staff voice and participation
- A 'we never give up' philosophy for our pupils and staff

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SCHOOL WORDLE

Every TCES Group school proudly displays the school Wordle throughout the building. These were developed in consultation with all staff and pupils and show the words that staff and pupils felt represented the school. The process started in a shared pupil assembly where staff and pupils were encouraged to contribute the words that positively described the school they were in. By having staff and pupils join together to develop these wordles, a sense of ownership has developed within the school communities where individuals can recognise the words they contributed.

Over time, these wordles will be added to, as new staff members and pupils join the school.

This is our school...

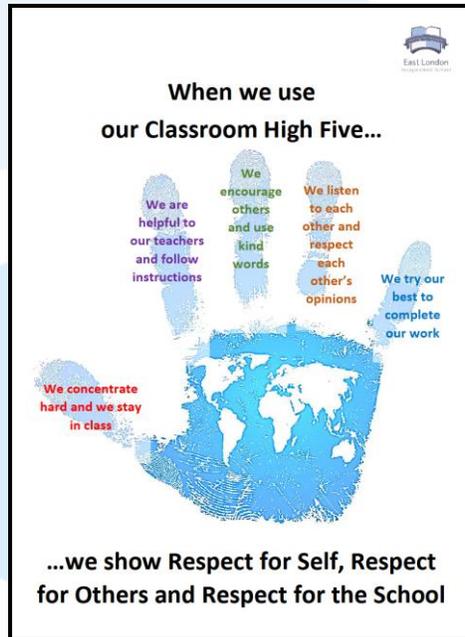
East London Independent School

Wordle containing words such as: Love, Potential, Pride, Strength, Learn, Equality, Community, Respect, Success, Values, Supportive, Resilience, Diversity, Progress, Together, Independence, Kind, Tolerance, Aspiration, Fun, Change, Creativity, Friendship, Leadership, Inclusive, Happy, Acceptance, Mentor, Secure, Vibrant, Future, Play, Listen, Responsibility, Honesty, Knowledge, Belief, Positivity, Renew, Wellbeing, Family, Prestige, Role-Model, Safe, Challenge, Inspire, Healthy, Values, Calm, Fun, Kind, Tolerance, Aspiration, Fun, Change, Creativity, Friendship, Leadership, Inclusive, Happy, Acceptance, Mentor, Secure, Vibrant, Future, Play, Listen, Responsibility, Honesty, Knowledge, Belief, Positivity, Renew.

CLASSROOM HIGH FIVE

Every TCES Group school has developed a Classroom High Five which is displayed in every classroom. These rules for classroom behaviour were developed in consultation with the pupils over a period of 3 months, where they decided what the rules would be for appropriate classroom

behaviour. By developing the rules themselves, the pupils can relate to the classroom high five which we believe is more beneficial than being told what to do by teachers.



The Classroom High Five is linked directly to the points system in school, where pupils gain one point for each of these rules per lesson. The points system is explained in more detail on P.7 of this policy.

POSITIVE BEHAVIOUR SUPPORT SYSTEM AND BOARDS

Every school and service has a positive behaviour support system, depicted by a board in every classroom, corridor and shared area in the school building. The boards show the various rewards on offer at differing levels: individual, public recognition and group rewards. They also show examples of behaviour at an escalating scale and the sanction, but also the support that goes alongside these behaviours.

When fully implemented, the system becomes predictable and routine and the pupils understand the consistent and fair approach delivered by all staff members.

The systems were developed through multiple consultations with SLT, staff and pupils who were all able to discuss what rewards should be offered and what behaviour fits at each level of sanction and support.

Supporting positive behaviour through clarity, understanding, primary experience, communication, attachment, nurture and community

REWARDS

INDIVIDUAL RECOGNITION

- R1 **POSITIVE REWARD POINTS**
- Positive work, effort, contribution in class, good choices, support of peers, support of adults
- R2 **POSITIVE PUBLICATIONS**
- Positive work, effort, contribution in class, good choices, support of peers, support of adults
- R3 **POSITIVE CONVERSATIONS**
- Meeting targets, positive work, effort, contribution in class
- R4 **HEAD TEACHER AWARD FOR THE TERM**
- Consistent effort and positive contribution
- R5 **CLASSROOM MONITOR**
- Leading by example, good choices, consistent work, effort all year
- R6 **HEAD LEARNER**
- Thirst for knowledge, focused on learning
- R7 **CATCH YA / BONUS CARDS**
- Being 'caught' displaying positive behaviour

PUBLIC RECOGNITION

- R8 **WEEKLY CELEBRATION ASSEMBLY**
- Whole school celebration of individual pupil achievement
- R9 **AWARDS EVENING**
- Effort and achievement in each subject area
- R10 **ATTENDANCE TARGET AWARD**
- 100% attendance and punctuality. Individual target for improving attendance
- R11 **HEAD TEACHER AWARD 'PUPIL OF THE YEAR'**
- Consistent work and effort all year
- R12 **BEING IDENTIFIED (AND NOMINATED FOR TRAINING) AS A MENTOR TO YOUNGER PUPILS**
- Recognition for 'acting as a leader'

GROUP REWARDS

- R13 **BISCUIT AND FRUIT BREAK TIMES**
- Working well as a team
- R14 **BREAKFAST/COFFEE SHOP VISIT**
- 2 weekly achievement 'Group Reward' target
- R15 **CLASS REWARD TRIPS**
- Achieve 'Group Reward' target weekly
- Accumulate termly, seasonal trips, activity off site as a group
- R16 **NON UNIFORM DAY / DRESS DOWN FRIDAY**
- Termly award by Head Teacher
- R17 **HEAD TEACHER LUNCH**
- Termly award by Head Teacher
- R18 **HIGH STATUS MEDIA AND IT ACCESSORIES**
- Achieve 'Group Reward' target weekly
- Accumulate headphones, PS, Apple Mac computers not allocated as standard from school resources

CONSEQUENCES

BEHAVIOUR EXAMPLES

CONSEQUENCE EXAMPLES

SUPPORT EXAMPLES

C1 <ul style="list-style-type: none"> • Not following instructions • Avoiding work – disrupting • Avoiding work – refusing 	<ul style="list-style-type: none"> • Verbal abuse (peers/ adults) • Misuse of school property • Graffiti/damage own work 	<ul style="list-style-type: none"> • Snatching (people/ property) 'impulse' • Leaving the classroom 	Warning 1 Redirection to Rewards	<ul style="list-style-type: none"> • Request 5 minute time out • Swearing support chart • Fix Up opportunity • Apology letter/tidy up • Quick note for turning it around • Targeted key work session 	<ul style="list-style-type: none"> • Specific 1:1 listen and talk through with listening adult • Resolution/solution • Reminders of School Values
C2 <ul style="list-style-type: none"> • Spitting in public • Persistent non-compliance 	<ul style="list-style-type: none"> • Inappropriate language – banter • Play fighting 	<ul style="list-style-type: none"> • Targeted verbal abuse • Graffiti/damage property/ work of others 	Warning 2 Redirection to Rewards		
C3 <ul style="list-style-type: none"> • Persistent C1 and C2 behaviour 	<ul style="list-style-type: none"> • Not using time-out appropriately 	<ul style="list-style-type: none"> • Snatching (people/ property) 'intent' 	<ul style="list-style-type: none"> - Detention at break/lunch time (10 mins) - Concern call home 	<ul style="list-style-type: none"> • As above plus • Reflective detention sheet • Home support call 	<ul style="list-style-type: none"> • 1:1 reflective listening discussion • Restorative session
C4 <ul style="list-style-type: none"> • Persistent C1 – C3 behaviour • Absconding from school 	<ul style="list-style-type: none"> • Bullying • Kicking at doors 		<ul style="list-style-type: none"> - Loss of clubs - 1:1 session/lesson(s) - Loss of off-site activity 	<ul style="list-style-type: none"> • As above plus • Staff explanation of sanction 	<ul style="list-style-type: none"> • Third party intervention • 1:1 tutor discussion
C5 <ul style="list-style-type: none"> • Persistent C1 – C4 behaviour • Refusal to comply with C1 – C4 sanctions • Violence towards others • Threatening language/ behaviour 	<ul style="list-style-type: none"> • Kicking through doors • Unsafe behaviour at high risk of causing injury to others • Discriminatory language/ behaviour eg racist/sexist • Damage to property 	<ul style="list-style-type: none"> • Spitting at adults/peers • Stone throwing • Biting • Persistent bullying 	<ul style="list-style-type: none"> - Detention (20 mins) - Parent meeting - Internal exclusion - Fixed term exclusion - Police intervention 	<ul style="list-style-type: none"> • As above plus • Multi-disciplinary team reflective intervention • Return to school meeting • Emotional regulation session • Behaviour contract • Support plan 	

Individual Recognition

R1 – Reward Points

- Every pupil is to have 5 targets for which they can earn points during lessons. These 5 points are awarded for the targets that link to the Classroom High Five Behaviour for Learning.
- Each pupil can have individual targets set as long as they link to the Classroom High Five.
- Once agreed, the tutors must award points after every lesson and discuss with the pupil the reasons why they are/are not being awarded points.
- Every pupil must have a sheet where these points are logged every lesson, every day.
- At the end of the week, the tutors are responsible for tallying up the points earned for each pupil.
- If a pupil has earned 75% or more of their points, they will receive a certificate and a £5 voucher at Friday's celebration assembly.

R2 – Positive Publications

- Individuals are recognised by having their work displayed or published publically
- This includes display boards in school, the TCES Group Bulletin, Website, brochures, banners, posters etc
- The reward is the publication itself.

R3 – Positive Conversations

- The reward is the positive conversation that staff have with the pupil or with parents/carers.
- Pupils should always be made aware of positive phone calls made to their home.
- Good news notes/Random acts of Kindness notes can be completed to verify the positive conversation held with a pupil.
- When these are completed, a copy must be taken and kept for the internal wall display.

R4 – Head teacher award for the Term

- The Head Teacher individually recognises a pupil for their effort/achievement for the term.
- This should be awarded at the last celebration assembly of the term.
- Trophies can be awarded if desired. Otherwise, a certificate and the public recognition is the reward.
- A letter should be sent home to inform parents/carers of this achievement.
- The Head Teacher is responsible for deciding which pupil receives this reward – they can set their own criteria, but must inform pupils of how they can achieve this.

R5 – Classroom Monitor

- Head Teachers are to agree criteria for achieving this status
- Head Teachers are to agree length of time student carries out this role – suggested weekly
- Next week's Classroom Monitor(s) can be announce at celebration assembly each week for the following week.
- Duties can include, assisting teachers, setting up assembly/group process, lunch time duties, receiving visitors
- Pupils can lose this privilege if their behaviour is not appropriate.
- The role itself is the reward

R6 – Head Learner

- Termly award for an individual pupil
- Staff will nominate pupils in the 11th week of each term to their Head teacher.
- Head Teachers then will make decision who will receive award – can be Bronze/Silver/Gold if desired
- Gold/silver/bronze medals will be given to students, for them to keep, and the overall Head Learner will receive a lanyard

R7 – CATCH YA/Bonus Cards

- Pupils can receive CATCH YA cards during transition/break/lunch/off-site times
- There is no limit to how many cards pupils can receive – staff should be looking for any reason to give pupils a Catch Ya card. Staff should have blank cards on their person at all times.
- Pupils hand their cards to their teacher, who ensure that they are put in the Catch Ya card box – this should be held by the Inclusion Manager or the Pastoral Care Coordinator
- At celebration assembly 3 cards are drawn at random.
- Each pupil drawn receives a £5 voucher.
- If the same pupil is drawn twice, the card is re-drawn.

Public Recognition

R8 - Weekly celebration assembly

- Celebration assembly must take place EVERY Friday.
- If the pupil are not in school on Friday (INSET or end of term), then the celebration assembly must be brought forward to the last day that pupils are in attendance.
- Celebration assemblies are to follow a set agenda/prize-giving every week, as follows:

Subject specific certificates

All specialist subject leaders are to award certificates to the pupils who, that week, have either performed well, showed vast improvement, completed accreditations or produced some outstanding work. If these staff are not in the building for celebration assembly, they must ensure that the Head teacher or Site Lead awards their certificates on their behalf. Subject leaders are responsible for producing their own certificates.

Short Course certificates

Tutors are responsible for producing the certificates for any short courses that have been achieved. These are handed out by the Head Teacher/Site Lead. A copy must be given by the tutors to the admin who will add to the pupils' record of achievement.

Points rewards

Points are awarded in lessons. There is one point available per lesson per rule on the classroom high five (maximum of 5 points per lesson). All pupils who have achieved 75% of their weekly points (as explained in R1) are awarded a certificate and a £5 voucher. The certificates are produced by the tutors and given out with the vouchers by the Head Teacher/Site Lead. Admin allocate the vouchers and keep a record of serial numbers and names of pupils who receive them.

Attendance rewards

All pupils who have attended 100% that week receive a certificate and a £5 voucher. The certificates are produced and awarded by the Inclusion Manager/PCC. Admin allocate the vouchers and keep a record of serial numbers and names of pupils who receive them.

Catch Ya Cards rewards

3 catch ya cards are drawn at random from the box. The pupils that are drawn each receive a £5 voucher and the reason for their Catch Ya card drawn is read out to the group. If the same pupil is drawn twice, then the card is discarded and re-drawn. The more cards a pupil has in the box means more chance of being drawn out.

Student of the week

Every week, the SLT decide on 1 pupil who will be the student of the week. This can be for any reason that the SLT feel is relevant, but is recommended that it links to behaviour, peer support, going above and beyond, Leadership or Anti-Bullying. The Head Teacher/Site lead produces and awards the certificate.

Tutor Group of the week

Every week, Tutors should give the Head Teacher/Site Lead reasons why their tutor group should be Tutor Group of the week. The head teacher/Site lead will then decide which group is given this award. The head Teacher/Site lead is responsible for producing and awarding a certificate for every pupil in that tutor group.

Head Teacher award for the Term

As explained in R4 – to happen at the end of every term (not half term), on the last celebration assembly before the pupils break up.

Head Teacher award for Pupil of the Year

As explained in R11 – to happen at the end of the last Celebration assembly of the year.

N.B. Vouchers are only given out for Attendance, Points and Catch Ya cards. All other awards are non-monetary. Therefore, the maximum amount of vouchers a pupil can earn in 1 week is £15.

R9 – Awards Evening

- Awards evenings should be held annually, with parents/carers, pupils and other Stakeholders invited.
- The Head Teacher is responsible for setting the date (suggested in July) and agreeing the awards that will be given out, although it should follow the same basis that Celebration assembly does, only on an annual scale rather than weekly.
- If held after celebration day, it should also include the awards that school give to pupils and Thomas Keaney announces at Celebration Day.
- Schools may choose to have replica trophies made for pupils to keep, as the large ones stay in the school trophy cabinets.

R10 - Attendance Target Award

- Every classroom should have an attendance board, where each pupil's attendance is tracked and discussed publically at tutor time.
- A thermometer type scale or line graph for each pupil and then the class group as a whole is recommended.
- Every week, individual pupils with 100% attendance are rewarded at celebration assembly (see R8).
- Class groups' consistently high or most improved attendance can contribute to the Tutor group of the week as awarded at Celebration assembly (R8) or the Class Reward Trips (R14) as agreed with the tutor.

R11 – Head Teacher Award 'Pupil of the Year'

- The Head Teacher is to award this prize to one pupil who has shown greatly improved or consistent work ethic and effort all year.
- Tutors are to submit their nominations to the Head Teacher for consideration.
- The Head Teacher's decision is final.
- The prize is awarded at the last celebration assembly of the year or at the awards evening as explained in R9.

Group Rewards

R12 – Biscuit and Fruit Break Times

- If pupils (class groups) can demonstrate working as a team, they can achieve a group reward of fruit and biscuits at break times.
- This is to be used as an added bonus at break times, where pupils can choose alternative fruit/biscuits than the healthy snacks already offered to all pupils at break times.

R13 – Breakfast/Coffee Shop Visit

- Fortnightly reward given to class groups who have achieved it.
- To achieve it, ALL pupils in the class group must have achieved at least 75% of their weekly points for 2 weeks running.
- Tutors must ensure that Risk assessments are in place and that any off-site visits are agreed with the Head Teacher/Site Lead in advance.
- Admin must be told in advance of these visits in order to prepare petty cash.

R14 – Class Reward Trips

- Each class is given the opportunity at the start of term to agree on a target reward trip that are working towards.
- To achieve the reward, all pupils must have excellent attendance for the term (90% or more), engaged well with learning and completed all assessments and achieved 75% of points for the term as a class group.
- Tutors are responsible for informing pupils of how they can achieve the class trip reward and for keeping them updated with how they are on target to achieve this.

R15 – Non Uniform Day/Dress down Friday

- Once every term, the Head Teacher can reward pupils with a non-uniform day/dress down Friday.
- The criteria for this reward is decided by the Head Teacher – suggestions are all pupils completing academic assessments, attendance across the school at 90% or more, decreasing negative behaviour (particularly bullying and violence) or pupil engagement in Group Process/Assemblies/Student council.

R16 – Head Teacher Lunch

- Once a term, the Head Teacher will reward a class group with a lunch at a restaurant.
- The Head Teacher decides upon the criteria by which this decision will be made and is also responsible for informing pupils of the reward and how they can collectively achieve it.

N.B. every school and service has a slightly different wordle, classroom high five and positive behaviour support board, all of which are available from your school/service administrator and are displayed in every school building.

PROHIBITED ITEMS IN TCES GROUP SCHOOLS AND SERVICES

In every TCES Group school or service, pupils are prohibited from bringing the following items into the school buildings, unless given prior permission to do so by the Head Teacher:

- Weapons including but not limited to knives, blades, guns
- Any item that could be used as a weapon, including tools
- Drugs or drugs paraphernalia
- Alcohol
- Tobacco products, cigarettes, lighters or matches
- Mobile phones (these must be kept in pupil lockers for the entire duration of the school day)
- Electronic tablets
- Ipods or any other MP3 player

- Headphones
- Computer games
- Gaming equipment
- Cameras
- Video cameras
- Aerosols
- Fizzy drinks or drinks with added sugar
- Sweets, chocolate, cakes, crisps or any other “junk” food
- Any “gang-related” clothing, symbols or colours

If any confiscated item is brought to school premises, the items must be handed in by the pupil to a member of staff at the start of the school day and the pupil will be given them back at the end of the school day. The exception to this is anything that is illegal for the pupil to have or if staff have reason to believe that the pupil is planning on using an item for illegal activity – in these cases, the staff will confiscate the item and decide whether to call in parents/carers to collect the item or, in extreme circumstances, call the police and hand them the confiscated item(s).

CLASSROOM MANAGEMENT – PROMOTING BEHAVIOUR FOR LEARNING

Classroom Management is the responsibility of all staff in the school at all times. The School expects that education will be conducted in an orderly and above all safe environment.

All staff in TCES Group schools and services are required to follow the TCES Group Behaviour toolkit to ensure the appropriate level of classroom behaviour management.

Pupils must be supervised by staff at all times during school hours.

The classroom environment gives clear messages to pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupil, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on how pupils behave.

We believe that an appropriately structured curriculum and effective learning environment and culture contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. Staff need to plan and prepare all schemes of work, taking into account the classroom management demands of the group they are working with.

Good classroom management requires the following:

1. Knowledge of the needs of all pupils in the class, including knowledge of:
 - risk assessment undertaken on a pupil before entry (*see admission policy*)
 - pupil character
 - home background
 - academic strengths and weaknesses
 - Education, Health and Care plan

- medical issues
 - peer group relationships
 - any known behavioural difficulties and patterns of behaviour
 - known trigger issues for behaviours/ emotional responses
 - behaviour support plans and contracts of behaviour
 - Pathway plans
 - aspects of the Care Plan relevant to pupils who are 'looked after'
 - the Positive Reward System which has been created specifically for that pupil
2. A daily meeting with pupils at the start of the school day where we reflect on the previous day and discuss positives and areas for pupil improvement. This meeting allows the 'pupils voice' and an opportunity to address feelings and emotions. This also allows the pupils and staff to work together as a community with a common goal which addresses 'How can we do things better?'
 3. Well planned work is paramount, including schemes of work and lesson plans with clear aims and objectives, and this preparation should happen after each school day and be discussed by the staff each morning before pupils arrive. The planning should incorporate differentiation and progression.
 4. A variety of strategies must be planned for, in every lesson. Many of our pupils have short attention spans and so tasks set must allow for measurable progress within a short time frame. Once a task is set, and a pupil engages, care should be taken to ensure that they are not disturbed and are allowed to complete the task. Teachers need to be flexible in their lesson planning and delivery and to allow lessons to be responsive to new opportunities which come up during the lesson, to ensure pupil engagement. Lessons can incorporate a number of ways of achieving the same learning objective and having a number of contingencies for each lesson will provide an often necessary diversion. This can divert and help to prevent cycles of inappropriate behaviour.
 5. We expect pupils to test boundaries. Throughout lessons teachers and teaching assistants need to be non-judgemental, calm and positive in their approach. This requires a high level of self-awareness on the part of teaching and learning support staff, in order that they understand and can manage their own responses to situations and the types of challenge they are likely to face.
 6. Occasionally, very low level challenging behaviour is better ignored, especially where attention can be focused into a more constructive endeavour. When behaviour escalates, situations may at times be defused by a mixture of humour and clear reprising of expectations and agreements in relation to behaviour, provided that the pupil is not made to feel humiliated and laughed at. Care does need to be taken in this respect, however a shared sense of humour may help to take the tension out of a situation and restore a healthy and constructive working environment.
 7. Where there are breaches of behavioural standards and expectations, there will need to be recognized and fair but clear sanctions
 8. Toilet breaks need to be taken during break times with reminders for pupils by staff before the end of each break. There will be exceptions for pupils who have known medical conditions.
 9. Eating and drinking are not allowed in the classroom during lesson time and the best means of ensuring that this is adhered to by pupils is to explain the reasons why in their Induction i.e., Health & Safety re: computers and the cleanliness of the working environment.

10. Mobile telephones and personal items belonging to pupils must be handed in/locked in pupil lockers at the beginning of the school day.
11. The above issues need to be gone through carefully with pupils during their Induction process, so that they are clearly explained and understood. Should any of them then become an issue with a pupil, they must first be given a warning that a sanction will be imposed.
12. Break times and lunchtimes are the times of the day with the most potential for disruption. A rota will be created for each site by the teacher assigned, listing which staff members are due to supervise.
13. All staff need to be consistent in their approach to classroom management. This means paying attention to their own good time-keeping, reacting in a similar way to similar situations and marking work in a regular manner.
14. Support staff need to be aware of teacher expectations regarding classroom management and to do their best to encourage pupils to accommodate requests made of them.
15. We expect all staff and pupils to leave a room in the same state in which they find it. Pupils and staff equally should be challenged on the dropping of litter and any damage incurred to property.

Many of the behaviours likely to be experienced will be characterised as 'attention-seeking' and egocentric. The emotional, social and moral development of pupils will not always be compatible with their chronological ages. Some pupils will have a very poor self-image, arising from many contributory factors, including previous school failure. Inappropriate behaviours are often their attempts to improve their self-image, without considering the consequences. Any intervention needs to consider the underlying factors which fuel the inappropriate behaviours as well as helping pupils to recognise that the choices they make will have consequences to themselves, and sometimes to others. The need is for them to understand and to accept that they must learn to take personal responsibility for their choices and actions.

INCIDENT REPORTING

All staff must follow the TCES Group process for incident reporting. Occasionally, a pupils will display a behaviour that needs to be recorded. When this happens, the staff member must discuss the incident at de-brief and agree with the SLT who is writing the incident report and which member of the SLT it will be allocated to in order for them to sign it off. Sanctions must also be discussed and all staff must ensure that the school sanctions book is fully completed immediately.

All incident reports must be written on the day that the incident occurred. They must then be signed off by a member of the SLT within 24 hours. The SLT complete the incident report by adding any fixed-term exclusion information, if necessary.

All incident reports are completed on our school information management system, Scholar Pack. All staff are given their own personal log in when they join the school, either as temporary or permanent

staff. Log in details are provided by the school administrators. No staff should share their password for Scholar Pack with anyone, nor should anyone use another staff member's log in.

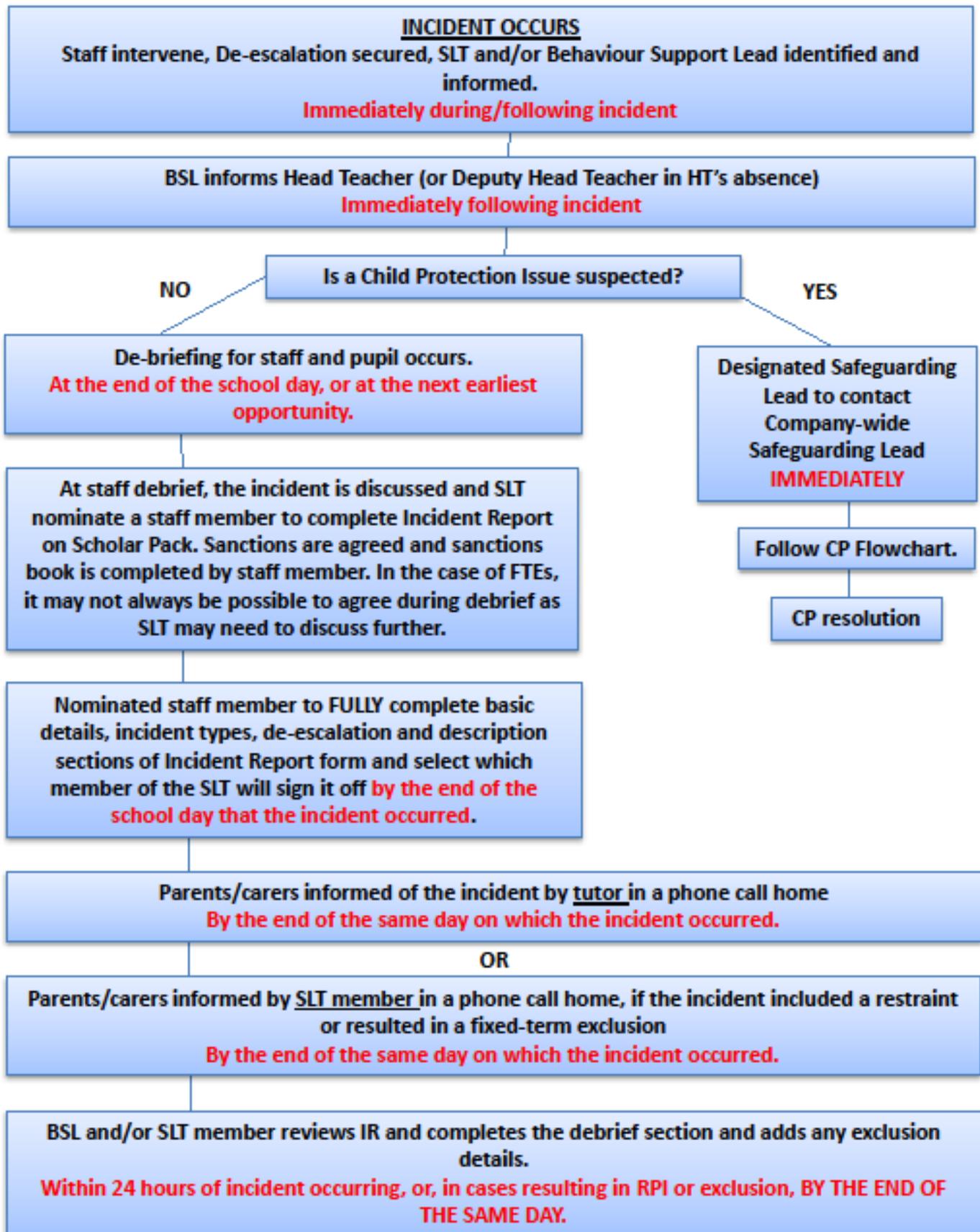
Occasionally, an incident requires witness information from multiple staff members. When this happens, it should be decided in de-brief which staff member is going to lead on writing the incident. They should collect the statements from all other staff and write each account into one incident report. This ensures that the pupil statistics on Scholar Pack for behaviour are accurate and that they do not have additional reports logged for the same incident.

Notifiable Incidents

In addition to the incident report flowchart, there are some incidents which are classed as "Notifiable". This means that the Schools' Proprietor must be immediately informed if they happen. The categories for a notifiable incident are:

- Serious physical injuries to anyone resulting in urgent medical or hospital treatment
- Any incident resulting in attendance by any emergency service – Police, Fire or Ambulance
- Absconding, when the pupil is particularly vulnerable or the absconding is out of the ordinary behaviour for that pupil
- Any offensive or dangerous weapons that are brought onto school premises including improvised weapons
- Any substance misuse or suspected substance misuse, including drugs, alcohol or medication
- Extensive damage to property

When one of these incidents occurs, the staff member must report the incident to SLT immediately. Occasionally, it will not be possible to complete the notifiable incident form immediately. On these occasions, the incident must be reported immediately via a phone call and then the form must be sent by the end of the day, or as advised.



EXCLUSIONS

We Never Give Up - Zero permanent exclusions since TCES was founded in 1999.

TCES Group believes that schools should be inclusive places for ALL pupils and not exclusive places for some. We believe it is inappropriate to exclude pupils with special educational needs and disabilities, whether this be for a fixed term period or a permanent exclusion. We believe that in the next few years such exclusions will be illegal and we fully support that view. Our children and young people have often been marginalised and excluded by society and it's institutions including education and by the time pupils arrive at a TCES school or service they will have been out of full-time group education for 18 months on average and will also have being given on average of between one and three exclusions or 'managed moves'. We believe that it is the role of schools to break this cycle of exclusion and potential discrimination of pupils with SEND and to never give up on our exceptional Neurodiverse pupils.

To this end we provide our Head teachers with exceptional levels of therapeutic education resources alongside significant services, interventions, staff training and family support resources to enable us to never exclude.

We also provide a continuum of services with a philosophy of stepping-down our pupils from more intensive and more dependent support services (High Needs: Low Incidence) to less intensive and less dependent support services (Lower Needs: Higher Incidence). These services range from our Home Learning Service for pupils who are unable to undertake education outside the family home through to our high-risk Create service for those who are not yet able to be educated in small group education. Additionally, our schools provide high staff ratios and a comprehensive therapeutic education offer to ensure that our pupils are never excluded. This is the TCES Way where intentions and actions merge, and we live our inclusive values.

We understand that whilst most parents, carers and professionals will fully endorse our vision for fully inclusive schools there will also be some people who may not agree with our non-exclusion stance. For those we simply offer the following views: if we all believe that our children must be at the centre of everything that we do then TCES cannot see the benefit of excluding pupils who have already spent significant time out of education. We are clear that it does not meet their needs but rather only the needs of adults.

However, we need to be explicit in stating that Inclusion does not create a permissive society. Pupils who transgress our rules have a wide range of clear consequences. These include refocus sessions, reflection work and the work involved in repairing and rebuilding relationships through a restorative justice approach. We believe that our pupils stabilise much faster through this approach rather than spending days at home.

FIXED-TERM EXCLUSION (FTE) - No FTEs since 2018

We are legally required to outline our policy on FTEs even though we will not be issuing them.

1. A fixed-term exclusion will only ever be considered when all other strategies have been exercised without success or where time is needed to review the support strategies being used with a pupil.
2. The school would give a fixed-term exclusion peremptorily for a more serious breach of school discipline including:

- Intentional physical aggression towards another person
- Bullying
- Sexual harassment

- Possession of illegal substances including alcohol, tobacco or drugs

- Theft or extortion

- Possession of a weapon

3. It will be for the Head Teacher in liaison with the Schools' Proprietor to determine the length of the fixed- term exclusion (up to 45 days in any one year) on the basis of facts relating to the specific case. A second exclusion for a similar offence may well be for a longer term than the first.

4. All FTE's are recorded in writing with copies of the letter being sent to all relevant parties within 24 hours. It is normally expected that the parents/carers will accompany the pupil to school on the first day back after the exclusion when both will be interviewed by the Head Teacher or his/her representative.

N.B: We have a duty to parents/carers to set out a policy on Fixed Term Exclusions although TCES never intends to use it.

PERMANENT EXCLUSION-No permanent exclusions since TCES' inception 21 years ago

We are legally required to outline our policy on permanent exclusions even though we do not issue them.

TCES Group has never permanently excluded a pupil.

1. The school regards permanent exclusion as the sanction of last resort.

2. A permanent exclusion will normally only be considered for persistent breaches of school discipline inside or outside the classroom after all other strategies and sanctions have been exercised without success and after a written warning has been issued to parents, following extensive consultation with the placing Local Authority.

3. The school reserves the right, however, to give a permanent exclusion peremptorily for an offence which involves an exceptionally serious breach of school rules and which puts staff or other pupils at the school at physical risk.

4. Such offences may include:

- A serious physical assault on a member of staff;

- A serious physical assault on a fellow pupil which is premeditated and/or involves the use of an offensive weapon;

- Dealing with drugs;

- Arson;

N.B: We have a duty to parents/carers to set out a policy on permanent exclusion although TCES never intends to use it.

THE POLICE

We work closely with the police and each TCES Group school will have regular meetings/lessons with their designated Safer Schools Officer to enable pupils to see the police in a situation which does not involve offending.

The Head Teacher or office should be notified immediately if there is an immediate Health and Safety incident or threat to safety, a phone call will be made to 999 and the staff member/s who witnessed the incident must record the incident on Scholar Pack at the earliest opportunity. A notifiable incident must also be raised with the Schools' Proprietor. If the pupil action is illegal but does not cause immediate risk the police non-emergency number should be called on 101. Drug taking for example would be an illegal action which usually would require the incident to be reported to the local police rather than 999.

The police are keen to work in partnership with our schools and have stated that 'if in doubt about ringing 999' we should ring 999. The Local Community Police Officers have also pledged their support and requested that the school contacts them immediately if and when assistance is required.

SCREENING AND SEARCHING OF PUPILS

The following guidelines have been taken from '*Screening, searching and confiscation advice for Head Teachers, School Staff and Governing bodies* (DfE February 2014, updated September 2016).

It is a criminal offence to bring a knife or other weapon to school and the DES announced in October 2006 that a school has power, without any new legislation, to require pupils to undergo screening, when the school does not have reasonable grounds for suspicion. Legislation enabling searches on suspicion came into force in May 2007.

The main ways to keep knives out of schools continue to be educating young people in better behaviour and in the dangers of illegally carrying a knife, but in addition, school staff are permitted to search a pupil, *with* consent, as part of their authority to discipline. The power to screen without suspicion helps to deter pupils from carrying a weapon in the first place. The statutory search power, under education law, allows schools to search *without* consent, though within a range of safeguards. Schools retain the option of calling the police, who may decide to conduct a search.

Screening

What the law allows:

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.

Also note:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Searching with consent

Schools common law powers to search:

- School staff can search pupils with their consent for any item.

Also note:

- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil’s bag or locker and for the pupil to agree.
- Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school’s behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without consent

What the law says:

What can be searched for?

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

1. Can I search?

Yes, if you are a Head Teacher or a member of school staff and authorised by the Head Teacher.

2. Under what circumstances?

- You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

3. When can I search?

- If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Also note:

- The law also says what must be done with prohibited items which are seized following a search.

- The requirement that the searcher is the same sex as the pupil and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the pupil and a witness then the teachers wishing to conduct a search must do so.

4. Authorising members of staff

- Head Teachers should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.
- Staff, other than security staff, can refuse to undertake a search. The law states that Head Teachers may not require anyone other than a member of the school security staff to undertake a search.
- Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.
- A Head Teacher can require a member of the school's security staff to undertake a search.
- If a security guard, who is not a member of the school staff, searches a pupil, the person witnessing the search should ideally be a permanent member of the school staff, as they are more likely to know the pupil.

5. Training for school staff

- When designating a member of staff to undertake searches under these powers, the Head Teacher should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

6. Establishing grounds for a search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.
- The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

7. Searches for items banned by the school rules

- An item banned by the school rules may only be searched for under these powers if it has been identified in the school rules as an item that can be searched for.
- The school rules must be determined and publicised by the Head Teacher in accordance with section 89 of the Education and Inspections Act 2006 in maintained schools. In the case of academy schools and alternative provision academies, the school rules must be determined in accordance with the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012. Separate advice on school rules is available in

'Behaviour and Discipline – advice for Head Teachers and school staff' via the link under Associated Resources.

- Under section 89 and the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 the Head Teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

8. Location of a search

- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.
- The powers only apply in England.

PHYSICAL INTERVENTION – MAPA (THE MANAGEMENT OF ACTUAL OR POTENTIAL AGGRESSION)

All TCES Group schools have adopted the MAPA positive behaviour management approach which began in 1996, and has continued to develop its philosophy and range of physical interventions, which include a suite of disengagement techniques designed to enhance personal safety for both pupil and staff. The MAPA approach is specifically designed to support the behaviours of pupils with complex additional needs.

All of the TCES Group staff receive a two day training (with regular update and annual review) in the dedicated BILD accredited CPI MAPA training; Management of Actual and Potential Aggression. This training is Nationally recognised by Ofqual as a Level 4 accreditation. Each of our schools has designated Behaviour Support Leads representative who have attended our 5 day MAPA 'Train-the-Trainers' programme. Our BSLs are qualified in training other staff in the 2-day accreditation.

All staff receive training in the following skills on the 2 day MAPA course: Communication Skills, De-Escalation, Behaviour Support, Positive Relationships, Team Work and Crisis Management, Physical Interventions and post-crisis management and support.

The MAPA training programme:

- Focuses on prevention, deceleration and avoidance.
- Addresses the risks of physical interventions.
- Teaches safe, non-harmful interventions.
- Offers proven post-incident strategies to prevent future crises.

Built in Quality Assurance

There are a number of features that are part of the TCES Group behaviour management system which link the core principles of MAPA to Incident Reporting which help to ensure the safety of pupils and staff as well as the consistency of approach. These features are found both at strategic and operational levels and are a combination of internal and external monitoring and reviewing in order to ensure high levels of safety and a continuous drive for best practise. The Incident Reporting system is built upon a culture that encourages staff at all levels to embrace responsibility for behaviour

management and transparency supported by senior management accountability and expertise. Below is a summary of the QA process.

Strategically:

1. Every member of staff is trained in MAPA on an annual basis
2. A system is in place to train new staff and those that need a refresher course outside of this
3. This paperwork is externally verified by CPI through an annual audit

Operationally:

1. There is a detailed Incident Reporting system on our internal School Information Management System, Scholar Pack
2. Every incident that has a physical intervention is recorded in writing
3. All physical interventions are reviewed by the Behaviour Support Lead in each school (this is not a member of SLT)
4. Each Behaviour Support Lead will highlight areas practise for review with the SLT directly
5. Parents/carers must always been informed if it has been necessary to restrain their child – this communication must happen immediately at the end of the school day.

It is always unlawful to use force as punishment

This is because it would fall within the definition of corporal punishment, abolished by section 548 of the Education Act 1996.

Legal Context

Note must be made of the following documents:

- Non Statutory Guidance - DCSF "Use of Force Guidance"
- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders
- Human Rights Act
- Disability Discrimination Act
- The DOH / DFES Joint Guidance on Physical Intervention 2002.

Early identification of pupils and agreement with pupils and their parents/carers

It is to be expected that in a special school there will be times when restrictive physical intervention (RPI) is required as a last resort. In these instances the information provided at referral and the home visit/risk assessment should signpost this and we must inform parents/carers and pupils that we will undertake RPI as a last resort if a pupil is a danger to himself or others or damaging school property. This should be put in writing as part of the Home Visit/Risk Assessment or School Visit and also with the pupil during the same processes or in his/her school induction. For some pupils, a Positive handling Plan must be devised, with agreement from pupil and parent/carer about how and when staff will step in to restrain the pupil.

Identification of Strategies:

A calm and considered approach to any situation is needed. The school should identify pupils who are

likely to behave in a way that might require physical control or restraint in order that behaviour can be predicted as far as is possible and preventative measures planned.

Types of incident where the use of Reasonable Force may be necessary fall into 3 broad categories:

- 1) Action due to imminent risk of injury
- 2) Action due to developing risk of injury or significant damage to property
- 3) Action where a pupil is behaving in a way that is compromising good order and discipline

Examples of 1 & 2:

- A pupil attacks a member of staff or another pupil.
- A pupil is engaged in or on the verge of starting to damage property.
- A pupil is running up and down a corridor in a way that could cause injury.
- A pupil is absconding (NB this only applies if the child is at risk if they leave the room/building).
- A pupil is running off the pavement onto a busy road

Example of 3:

- A pupil persistently refuses to leave the room.
- A pupil is behaving in a way that is seriously disrupting the lesson.

Reasonable force may be used where a pupil is on school premises or elsewhere in the lawful control or charge of a staff member and must be proportionate to the circumstances.

Permissible physical interventions

The following strategies may be employed:

- standing or seated holding or guiding techniques to prevent a pupil from carrying out an attack to people or property
- shepherding a pupil away (one or two staff standing to the pupil's side to escort away from a volatile situation).
- In extreme circumstances more restrictive holds may be used.

Positive Handling Plans

Upon induction, every pupil and their parents/carers will be consulted on a Positive Handling Plan, where techniques and strategies will be agreed, specific to that pupil, should the need for physical intervention occur. These PHPs will be reviewed regularly and adapted as and when the needs of that child change, for example, if a child is experiencing a crisis and the need to restrain may increase as a result.

Situations where staff should not normally intervene without help.

Sometimes an authorised member of staff should not intervene in an incident without help, unless it is an emergency. The school should have communication systems that enable a member of staff to summon rapid assistance when necessary. Help may be needed in dealing with a situation involving an older pupil, a large pupil, more than one pupil or if the authorised member of staff believes s/he may be at risk of injury. In these circumstances s/he should take steps to remove other pupils who might be at risk and summon assistance from other authorised staff, or where necessary initiate the process for calling the police.

COMPLAINTS

The School aims to involve parents or carers at the earliest opportunity, however it is recognised that this will not prevent all complaints and that a dispute about the use of a physical intervention by a member of staff might lead to an investigation as part of the Complaint or usual staff management processes. Furthermore the Police and the Social Services Department may also be involved.

Please see policies on Dealing with Allegations against Staff and Complaints for further guidance.

Disability Equality Scheme

In reviewing this policy we have taken into account consideration of any potential implications of the Disability Equality Scheme.