



Policy for Supporting the Behaviour of Students with SEMH Needs 2017-19

"This school continues to be Outstanding"

Goldwyn OFSTED Report December 2017

"The behaviour of students is outstanding. There are few occasions when behavioural difficulties have an impact on learning. Students speak very highly of how well staff support them, and that rare examples of bullying are dealt with effectively"

Goldwyn OFSTED Report June 2014

"Behaviour in lessons and during break times is outstanding. Soon after arriving at the school students learn that the school is a safe place where they can relax and enjoy learning."

Goldwyn OFSTED Report June 2014

"A calm and settled school; where good levels of staff support, structure and routine provide children with a welcoming environment that they appear happy to be part of. This is a significant achievement with a group of children who have in most cases struggled in other settings."

Independent safeguarding review (commissioned by the Local Authority June 2017)

This policy is written in accordance with the following guidance: - ¹

"Education and Inspections Act 2006"

"Ensuring Good Behaviour in Schools – A Summary for Heads, Governing Bodies, Teachers, Parents and Pupils." DfE-00059-2011

"Behaviour and Discipline in Schools – A guide for Head Teachers and Schools Staff"
DfE-00058-2011

"Use of Reasonable Force – Advice for Principals, Staff and Governing Bodies"
DfE-00060-2011

Policy for Supporting the Behaviour of Students with SEMH Needs 2017-19

Goldwyn School's Social and Emotional Behaviour Support Policy is comprised of a set of shared values, key principles and support systems, student and staff expectations and rules reinforced by rewards and sanctions. Students, parents and carers are asked to sign a Home School agreement which outlines the principles of the policy before joining the school. The "Goldwyn Charter"² (Appendix 1) and current government legislation underpin the Policy for Supporting the Behaviour of students with SEMH Needs.

Goldwyn school is an environment where students may learn much of what they require to help them to become successful adults. Students need support to begin to develop internal controls, to take responsibility for their behaviour, to learn to develop interpersonal skills in order to help their relationships with others and in their attitude towards the learning process.

The school works hard to foster a pleasant, affable and well-disciplined atmosphere dependent upon the interaction of many important factors. It involves students, parents/carers and staff and governors working in partnership to communicate effectively and accept responsibility for the creation of that environment. It is not something that 'just happens'. It relies upon good organisation and the implementation of a number of key principles.

These principles include.

1. The staff and governors accepting their responsibility to:
 - ensure that consistent and high quality programmes are delivered, both behavioural and academic, to meet each individual student's needs
 - ensure that a positive partnership with parents/carers is developed. Recognise that the overall care and responsibility of each student lies with the parents/carers and that their support and encouragement throughout the education process is vital.
 - provide a secure base on which to build trusting and nurturing relationships in order that students may receive the differentiated emotional and social support they need to settle to learn
2. The quality of the relationships between staff and students are:

- built upon trust, mutual respect and understanding
 - able to provide security, predictability, advocacy, challenge, modelling, develop curiosity, translating and explanation.
 - based upon professional practice. – See the “Goldwyn Charter”
3. All students are treated equally in:
- the fair allocation of resources to all groups, tailored to individual needs
 - the way in which all students are treated by staff
 - that no student is given authority over other students; only staff may instruct a student in what to do.
4. Respect forms the basis of the learning ethos and is everybody’s responsibility to:
- respect themselves and their needs
 - respect other people and their need
 - respect their own and other people’s property
 - respect the learning process
 - respect school property, buildings and their surroundings.
 - Respect the local community
5. Staff being competent to complete their specific roles in order to make the system work:
- having a broad variety of professional, personal skills and competencies to work successfully and build positive relationships with students that have Social, Emotional and Mental Health difficulties.
 - having a well-structured programme of staff training, utilising both internal and external resources
 - responding with confidence and in an appropriate manner
being aware of the principles and procedures employed by the school
 - receiving in-service training in the aims, objectives, procedures and methods of working within the school.
6. High staffing levels providing for:
- small groups
 - good supervision
 - development of sound relationships
 - support at social times
 - awareness of situations that could be developing
 - understanding of group dynamics and potential risks
 - ability to introduce preventative techniques in order to manage discipline problems.
 - Highly effective key working
 - Differentiated interventions

7. A structured approach maintaining:

- the overall discipline in the school
- stability and security for the students
- behavioural boundaries and clear value statements
- routines allowing all students to know what is expected of them and what the arrangements are for their 'care'
- individual student targets understood by each student monitored regularly (see BRITA in appendix)

8. The organisation of the school day allows all students to:

- enjoy the 'freedom' of the school grounds in a safe and constructive way
- be supervised and supported by a member of staff whilst they engage in break-time activities.
- be kept safe from harm
- develop skills and interests

9. Matters concerning discipline are dealt with as quickly and fairly as possible by:

- not leaving unresolved incidents which create feelings of anxiety within the students
- the member of staff concerned wherever possible.
- staff reporting the incident as soon as possible to a member of the Senior Management Team.

10. Inappropriate behaviour is always recorded as follows:

- minor infringements can be recorded as an IRS.
- Learning Community Units (LCUs) write daily observation notes on each student
- recording more serious incidents on an Incident Report Sheet.
- Senior Management Team meet at the end of the school day to review and record the IRS 'pinks' and sanctions imposed by the staff involved and decide upon any further sanctions in line with this policy.
- further discussion takes place in the form of a daily meeting between SMT and LCU managers. Actions, sanctions and support interventions are planned and recorded.
- IRS 'pinks' decisions are transferred to Learning Community Unit staff and entered into a computer based behaviour matrix, which is then used to inform an individual behaviour management programme, or pastoral support programme. This recording will also enable the Leadership Group to monitor trends across LCUs, year groups and key stages.
- incidents of racial abuse, bullying or harassment are specifically recorded. (See Racial Incident Policy and Anti-Bullying Guidance)

- any incident which has required the escorting, moving or handling of a student is recorded on numbered Physical Intervention Record Sheets⁵ (Appendix 3 'Yellow') and reported immediately to the Senior Management.

11. All members of staff have realistic expectations of the students in their care:

- understanding that incidents of inappropriate behaviour are a normal part of child development as students explore the boundaries of what is permissible and that all behaviour is a form of communication.
- helping students to understand that staff care enough to let them know if and when this behaviour becomes unacceptable
- guiding is reinforced with consistent praise and sanctions
- displaying expectations and rewards throughout the school.

Expectations

Students and staff are to be very clear about expectation of student behavior throughout the day.

It is expected that students will:

- **Attend every day** - students are encouraged to attend on a regular daily basis. Parents/carers are requested to inform staff about any absence as soon as possible, in accordance with the attendance policy. LCUs phone home on each day of absence.
- **Wear school uniform** - it is expected that all students will wear the uniform. School sweatshirts are worn over T-shirts and outside trousers and footwear needs to be laced up at all times. All students are expected to wear the PE uniform and outdoor activity clothing as required.
- **Leave personal possessions at home** - as the school cannot accept any responsibility for personal property, students are requested not to bring personal possessions to school. For safety reasons students are asked to remove, and hand in, all items of jewellery and earrings and to tie back long hair when appropriate. Watches may be worn but the school cannot accept liability. If personal possessions are brought to school they will be required to hand them in on arrival when they will be stored in a safe for collection at the end of the school day. Failure to hand in items may result in confiscation; items will then only be returned to parents or carers. Goldwyn will not be responsible for any possessions that are lost or stolen and it is for this reason we will discourage them from school.
- **Mobile phones are best left at home** – if they are brought in they should be handed in to LCUs for safekeeping. If LCU managers and SMT agree that a student can use a mobile phone safely and responsibly they may be allowed to use it at break and lunchtimes, provided they are handed back in at lesson time. Mobile phones must not be used during lessons.

- **Walk when moving around the school** - for Health and Safety reasons it is inappropriate for students to run around the school and on staircases.
- **Behave appropriately while in school** - students are expected to be punctual for all activities throughout the school.
- **Behave appropriately while on the way to and from school** - students are expected to be polite and safety conscious in the transport provided for travelling to and from school. If students are unable to do so we may request that parents/carers assist with transport.

Rules

Are positively phrased, short and simple,
e.g:

- follow staff instructions when they are given
- keep hands, feet and objects to yourself
- be polite at all times, avoiding teasing, swearing, spitting and bullying.

Certain activities require additional rules that are specific to that activity and these will be made known to the students when necessary and displayed in each teaching / work area / Learning Community Unit. Failure to conform to the health and safety requirements of a specific activity may result in the temporary withdrawal from the activity or curriculum area.

Rewards

Encouragement and praise are very important for students.

This constant feedback provides recognition of the effort that students are making. It helps them to realise that their efforts and improvement are noticed. 'Catching them being good' and illustrating the results of their efforts reinforces the concept that things do not happen merely by chance or fate, but that their actions both positive and negative will have consequences. This empowers the students to begin to monitor and regulate their own behaviour.

Students are encouraged and rewarded for appropriate work and behaviour. This informs them in clear specific terms what it is that they are being rewarded for. (co-operation, kindness, ignoring other's inappropriate behaviour, etc.) Rewards are to be given as soon as possible after they have been earned. Rewards can take the form of social reward, private praise; symbolic reward (points), tangible rewards (certificates, trips, raffle tickets etc.)

Non-Verbal Praise - It is important to remember that at least 55% of a message is given non-verbally and that the use of body language and gesture can be very affirming for a young person. It is not always necessary to verbalise encouragement and praise.

Verbal Praise - Staff will be aware of and actively seek opportunities to encourage and reward appropriate work and behaviour using verbal praise. To be most effective this needs to be given immediately after it has been earned. Some students may be uncomfortable with public praise and staff will be sensitive to individual need and respond accordingly.

Points Reward System (BRITA) – Each student carries his or her own BRITA points sheet on which staff award 1 point for:

‘Managing my own **Behaviour**’

‘Treating others with **Respect**’

‘Listening to **Instructions**’

‘Working as part of a **Team**’

‘Working to the best of my **Ability**’

They also have an Individual Behaviour Target

BRITA points are awarded:

- for every lesson.
- during LCU times, assemblies, break time, lunch-time and Goldwyn Time.
- extra points can also be earned for completing homework
- students may also earn additional points if they do not receive any Incident Report Sheets

If a student receives 0 “pink sheets” in a day their BRITA points will be doubled.

10 points will be worth 1 credit, i.e.

10 points	=	1 Credit
20 points	=	2 Credits
50 points	=	5 Credits

Commendations are awarded for exceptional work:

Blue Commendation 1 Credit

Gold Commendation 2 Credits

Bonus Points - Students may also earn bonus points for each certificate they receive.

An internal certificate carries 2 credits and a certificate awarded by an external accrediting body carries 5 credits.

Golden Tickets – Goldwyn Golden Tickets are earned daily by a student if they receive no “pinks” and remain in each lesson. Golden Tickets can be collected and exchanged for Trading Post goods or special Golden Ticket activities. Golden Tickets can also be saved and converted to Platinum Tickets for special Platinum Ticket activities.

The Trading Post - Students can 'spend' these credits each week in exchange for goods at the 'Trading Post' Credits can be accumulated but cannot be carried over the summer break.

Raffle Tickets - All staff have raffle tickets with which they can instantly reinforce positive behaviour. A weekly draw takes place and the winner receives a small prize. The tickets also accumulate towards a larger end of term draw. At the end of each half term a discretionary raffle may be held for good progress and behaviour.

Weekly Record Sheets - Points are recorded on the BRITA target sheets for each student and transferred to the student's individual point's bank; LCU Staff collate this information. Should a student deliberately destroy his/her target sheet, then any points earned up to that time may be lost, a replacement point sheet will cost the student 5 credits.

Certificates - Certificates are issued for outstanding effort or achievement in all subject areas and activities. Weekly subject certificates are awarded during Friday an end of term assemblies Students will also be awarded certificates if they have managed 100% attendance for half a term. These certificates will be presented in assembly. The electronic signage may be used to display exceptional pieces of work and list students' achievements. All certificates will be copied and placed in the student's record of achievement and each student will take home the original certificate to share their success with their parents/carers.

Phone Call Home - Parents and carers are kept informed of the positive aspects of a student's academic and behavioural progress with weekly phone calls made by the key worker in addition to calls made regarding poor behaviour and absence.

Letters / Postcards Home - Postcards will be sent home reinforcing the positive achievement for parents/carers to share in their youngster's success. Letters may also be sent home by SMT expressing teachers' concern regarding behaviour or work output.

The discretionary use of Special Treats - Special treats or rewards are available as a very effective approach to rewarding positive individual (or group) behaviour. Staff need to be mindful of the students health and dietary needs when rewarding with sweets. It is important to have special rewards to use when the group is working well or which the group can work towards. Staff are able to take groups out during the day for special day trips to motivate a group and reward them at the same time. All special treats or trips need to be authorized by the LG prior to implementation.

Special Group Activities – These may be for individual classes, LCUs or year groups and are primarily to reward positive behaviour and improvement.

Residential Trips – Goldwyn school runs residential activity trips, which are organized and managed by Learning Community Unit staff and teaching staff. Students are encouraged to take responsibility for their behaviour and effort in work to 'earn' places on these residential trips.

Governors' Awards - Learning Community Unit Award - Each term the student members of every LCU vote for the student whom they believe has demonstrated the most positive behaviour towards peers and the unit. This is a democratic process and a secret ballot is held. Voting slips are handed to the LG for counting. LCU managers need to demonstrate the integrity of the process.

Year Group Award - This award is for a student in each of the year groups who has demonstrated the greatest improvement in behaviour and work. Views of all staff need to be considered and available data scrutinised, however the SMT may use their discretion to make the final decision.

Sanctions

Positive behaviour management relies upon relationships and the environment to give a firm and commonly understood structure and sense of order. However, it is accepted that sanctions are required from time to time and need to be kept to a minimum. There will be occasions when students find it difficult to follow expectations, and prevent the staff from working and other students from learning. When this occurs staff will be prepared to deal with it in a planned way, calmly, quickly and consistently and without undermining the student's sense of responsibility or self-esteem.

This is a shared responsibility, requiring a consistent input from all members of Goldwyn. The skills and preventative techniques employed will be effective only if they fit with the ethos and philosophy of the school.

Permitted Sanctions

Stage 1

- a. **Withdrawal of attention:** Attention given to inappropriate behaviour should be limited, whilst praising those around who are working and behaving appropriately.
- b. **Use of Communication Skills:** Non-judgmental, unconditional responding can defuse a potentially volatile situation. Awareness of the young person's level of self-esteem will be invaluable here.
- c. **Distraction and Deflection:** Timely physical presence of another adult to offer distraction with another activity or deflection from the difficulty can provide adequate diffusion of a problem.
- d. **Mild or more severe verbal reprimand:** In most cases all that is required is a verbal reprimand. The student needs to be informed of what he/she has done wrong and what you expect him/her to do in the future.
- e. **Loss of Points:** Points may be deducted from the student's point sheet for behaviour and work. Consistency is vital as students can be misled and confused in their understanding of adult's boundaries and what they need to do to demonstrate they have achieved their targets.

Stage 2

The following sanctions must be recorded on Incident Report Sheets.

- a. **An incident report sheet** - A member of staff will write a IRS'pink' and the letter 'P' will be written on the student's target sheet at the earliest appropriate opportunity
- b. **Make up Time** - If a student behaves in such a way that his/her learning is restricted then she will be asked to make up time with the class teacher or activity instructor, either in break or during LCU or Enrichment time after school.
- c. **Phone Call** –From LCU staff or SMT, informing parents / carers about their child's inappropriate behaviour.
- d. **“Stay-back” at the end of school Monday to Thursday** - After a consideration of the incident reports at the end of the day, a period of 'stay back' during Curriculum enrichment. Taxis will be asked to wait until the official school finishing time.
- e. **Stay back at the end of school on Friday** - If a student refuses to co-operate in a 'stay back', or his/her behaviour deteriorates further, then he/she will be required to remain in school for academic study on Friday afternoon after the other students have left.

Stage 3

These sanctions will be reported to parents/carers.

Internal seclusion as appropriate - Students begin each subject lesson or activity (single or double) with a fresh start but there may be occasions when, for their own physical and psychological safety, or for the safety of others, a student may be requested to remain in seclusion from other students for a period of time decided by the Senior Management Team.

On Report - Close involvement of parents/carers in the management of their child's needs is encouraged and there may be occasions when, for a fixed time, a student is required to have a home contact book. Comments on behaviour can be recorded both at school and at home. It is important that positive comments are also recorded.

Stage 4

These sanctions must be supported by a Pastoral Support Plan

Fixed Term Exclusion - If all the above sanctions have proved to be unsuccessful, then the student's needs will be discussed with senior management staff with a view to a possible fixed term exclusion. An individual Pastoral Support Plan will be produced after 5 days of fixed term exclusion in any one term. Following any exclusion parents/ carers may be invited to attend a meeting at school with their child, to discuss their return.

Variation in Educational Programme - The Pastoral Support Plan may indicate the necessity for an individually tailored educational programme for a student who is experiencing difficulty in accessing the curriculum as it is delivered to the whole school population.

Emergency Annual Review – In the event of a student failing to make social and emotional progress, showing increased stress, causing significant harm to others and in need of a different form of intervention that Goldwyn cannot provide, an Emergency Annual Review may be held to recommend a change of provision.

Permanent Exclusion⁶ – (See Appendix 2)

Incidents of physical violence

In the case of physical violence the sanction procedures are as follows.

Physical violence towards adults or students – Depending upon severity the student will:

- be removed to internal seclusion for a period of time*
- receive a fixed term exclusion*
- be provided with alternative educational provision*.

* Police involvement will be at the discretion of a member of the Senior Management Team in response to Health & Safety concerns.

In the absence of a Senior Member of Staff the appropriate responsible adult will make the decision to involve the police.

If the Student Risk Assessment indicates police intervention this will take place according to the planning.

Following an incident of physical violence the incident report forms must be taken as soon as possible to a member of the SMT to ensure that sanctions can be applied as a matter of urgency.

Physical damage to property

Depending upon severity the student will be:

- spoken to by a member of the Senior Management or appropriate staff
- asked for financial recompense
- Internally secluded
- Subject to a fixed term exclusion followed by a meeting with parents/carers.

Physical intervention must only be used:

- for the shortest period of time to enable a safe environment to be re-established
- after exhausting all other techniques (depending on environmental factors)
- after telling the student to stop the inappropriate behaviour
- after informing the student of what will happen if they do not stop
- after summoning assistance from other colleagues, if possible.
- To prevent harm to self, peer, adult or property⁶

Staff should remain calm and continue to communicate verbally with the student. Whenever possible a member of the Senior Management Team should be summoned.

Physical intervention may take several forms.

Goldwyn School staff follow the Team Teach approach to Positive Handling.

Staff may:

- physically interpose between students; blocking a student's path
- escort or lead a student by the arm, or
- (in extreme circumstances only) using more restrictive holds
- make it clear that the physical contact will stop as soon as it ceases to be necessary.

To aid staff communication and ensure a consistent approach the following strategies have been put in place:

- information regarding the emotional volatility of each student is recorded on individual risk assessment plan. A copy is placed on student's individual file
- a Risk Assessment is carried out, by the school's SENCo and Student's Keyworker or qualified person. This details the length of time staff may use positive handling techniques prior to police intervention, and suggests helpful strategies if known.

Following an incident where positive handling techniques have been used.

- All incidents will be recorded by the lead member of staff on individual sequentially numbered Physical Intervention Record Sheet (yellow sheets), which are kept in an incident book.
- Immediately following any such incident, members of staff will inform a member of the SMT.
- Interviews will take place with the staff and students involved.
- LCU staff will inform parents and carers by the end of the day on which the incident occurred.
- Staff and students involved in the incident will receive debriefing with a member of the senior management team to give the opportunities to discuss feelings, receive emotional support and discuss reparation of relationships.

Absconding / Leaving Lessons

Every effort is made to encourage students to remain in school and to deal with any problems they may be experiencing. However, should a student leave the school buildings or grounds without permission, the following procedure is adopted.

Leaving the School Buildings without Permission

- A member of the Senior Management Team will be informed.
- A member (or members) of staff will keep a watching brief on the student without engaging in 'chasing' the student.

- If the Health and Safety or welfare of the student is deemed to be at risk staff may take action in the form of ‘escorting’ to ensure the safe return of the student.

Leaving the School Grounds Without Permission

- A member of the Senior Management Team will be informed.
- A member (or members) of staff may follow the student on foot or by car to encourage a safe return.
- If the student refuses to return to school he/she will be considered to have absconded.
- If a student has absconded the student’s age, past behaviour and emotionality will be considered.

The parents/carers are immediately informed.

The police are informed and a description of the student given.

Should the student subsequently return the parents/carers will be informed and the police notified.

The Senior Management Team will interview the student to identify the causes of absconding.

Prohibited Sanctions

Goldwyn School does not condone the following sanctions in any circumstances.

- **Corporal Punishment:** This covers any intentional application of force as punishment including slapping, throwing missiles and rough handling. It also includes punching or pushing in the heat of the moment in response to violence from a student.
- **Deprivation of Food & Drink:** This means denying a young person access to the normal amounts and range of food that is available to all students within the school, including the tuck shop.
- **Requiring a Student to Wear Distinctive or Inappropriate Clothing:** This includes: the wearing of any clothing/badge that is recognised as a punishment, wearing any clothes that are inappropriate for student or activity being undertaken.
- **The Use or the Withholding of Medication or Medical or Dental Treatment:** This is unacceptable in all situations, whether it is a punishment or a measure to control a student.
- **The Use of Accommodation to Physically Restrict the Liberty of a Student:** There are no rooms at the school within which a student can be locked. All doors, including external doors, open from the inside. There may be exceptional circumstances when a student may be prevented from leaving a room if it is judged that they or another person would be a considerable risk of harm if they were to leave. A situation such as this could result in the police being called to assist.
- **Imposition of Fines** – Students should not be fined as a punishment for inappropriate behaviour. However, it is appropriate to request that a parent/carer make reparation for any willful damage.

- **Intimate Physical Searches:** Any such searches are never appropriate. However, a student's clothing may be searched if it is believed that he/she is concealing any object that may cause harm to themselves or others, e.g., a weapon. A student may be requested to turn out his/her pockets, Should this be refused this is dealt with in the normal disciplinary procedure as a failure to comply with a reasonable request. If it is suspected that a student is concealing drugs then the police should be notified.
- **Excluding from Curriculum Opportunities** – e.g. Challenger Troop, Dance lessons, Curriculum Trips. Unless the student presents a serious health and safety risk. The decision would be made with consultation with SMT

Managing Extreme Situations

The students with whom we work have internal factors of emotional disturbance and low self-esteem. These, combined with external factors, such as environmental and personal relationships, combine to create the potential for aggressive behaviour. Reducing such behaviour is a realistic aim, eliminating it completely is not.

Goldwyn, as a truly inclusive school, operates differentiated emotional and behavioural strategies tailored to students needs. Understanding students' histories and working alongside students will create a compassionate framework conducive to building confidence, self worth and self control, so improving behaviour and settling to learn.

Staff are requested to be familiar with the following de-escalating techniques.

1. **Be Proactive** - Ensure that every student knows the expectations, limits, boundaries and sanctions of the school. Ensure a consistent staff approach by reading the Holistic Picture which outlines effective behaviour management approaches and the risk assessment on each student.
2. **Respond, Don't React** - Intervention at an early stage by verbal response, deflection, distraction, minimizes the risk of escalation. Develop awareness of body language, eye contact, personal space and mood swings. Attempt not to allow situations to develop.
3. **Monitor Situation** - Dispassionately, assess the level of emotionality and risk displayed by the aggressor. Consider your own personal safety - send for assistance if in doubt. Where possible stay calm, and resist over reaction -heavy handed approaches escalate situations. Consider your body language, tone of voice, personal space, gestures.'
4. **Walk Away** – Consider how the student is making you feel. Do you need to walk away and ask a colleague to take over?
5. **Behind and Beyond Behaviour** - Dispassionately, seek to understand the feelings and thoughts that are motivating the behaviour. Do not enter into a prolonged discussion about the 'behaviour' whilst the child is aggressive. Threats of sanctions and/or punishments can act as further triggers to escalate anger.
6. **Salvage Self-Esteem** - Do not enter into an either/or', 'win/lose' situation. Beware of belittling the student's loss of self-control. Encourage any movement towards the regaining

of self-control. Do not rely upon status, presumed authority or even relationship to defuse the incident.

7. **Defuse Feelings** - Before attempting any logical rational discussion about the behaviour, allow the student time and a safe space to gain self-control and exhaust emotional expression. This means acting as the 'emotional container' for powerful feelings. Do not take them personally, avoid emotional hijack. Until the level of emotional arousal is reduced the young person will be unable to 'hear' logical reasoning. If necessary remove the whole group and / or the individual from the situation
8. **Offer Choice** - Allow the child to choose their next move (within reason) Follow choice to logical consequence. This empowers and reduces anger, allows feelings to be acknowledged, engaging the child in taking responsibility for the resolution of underlying problems.
9. **Acknowledge own 'triggers'** - Effective, affective communication depends upon self-knowledge and behaviour patterns. New behaviours do not become internalized quickly; in crisis management reactions are often based upon past coping strategies.
10. **Reparation** - A short (or long term) goal needs to include the steps that the student can take towards reparation. This may include an interview with the focus of his/her anger and managing the consequences of his/her actions. It may be appropriate for a student to do a specific task in order to make amends for the situation caused, or damage done. This must be decided in the light of the situation and it must be fair. It is important for many students that they feel they have 'made up' for the problems they have caused.

Positive Handling

When the situation becomes dangerous and alternative strategies have not worked it may be necessary to take further action.

Physical intervention must be the last option; not utilised merely because staff feel they cannot maintain and contain a young person's emotionality without it. Such interventions must be a part of the planned process and include distraction, timely physical presence and the suggested methods of de-escalation.

Only when it is clear that none of these techniques will have the effect of creating a safe environment for all concerned should physical intervention be considered. This must always be employed in a sensitive manner and one that allows a student to retain dignity.

A relationship based on trust and respect cannot develop if a student feels placed in situations where physical handling occurs in order to 'teach a lesson'.

- Any physical intervention must take into account Health and Safety Regulations and the Children Act requirements and recommendations.⁷
- The Education and Inspections Act (2006) allows teachers at school to use reasonable force to control or restrain students. It also permits other people to do so, provided they have been authorised by the Principal.

Within Goldwyn School, the Principal will authorise staff who may use physical intervention if necessary. The Principal will inform those concerned and ensure that they are aware of what the authorisation entails. A current list of authorised people will be kept and all staff informed. Physical intervention may be considered in the following situations:

- when a student attacks a member of staff or another student
- when another person is in danger of being attacked
- when students are fighting
- when a student is hurting himself
- when a student is in danger of harming themselves
- When a student is attempting to damage buildings or property

Approved: 6.3.18

Appendix 2

Permanent Exclusion:

Goldwyn's ethos and philosophy does not consider that permanent exclusion is an supportive intervention or sanction for our SEN students and the action would only be taken if the other appropriate agencies fail to cooperate in the spirit of the SEN Code of Practice i.e. unable to identify an alternative provision that can meet the needs of the identified student. This action would only be invoked under exceptional, extreme or unforeseen circumstances where by other students/staff where at risk of very serious harm.

Appendix 3

BRITA Points Sheet:

GOLDWYN BRITA TARGET SHEET											
Unit	Name	Monday, 5th February 2018									
		B	R	I	T	A	B	G	IBT	TEACHER	
Unit											
1											
2											
3											
Break											
4											
5											
Lunch											
6											
7											
8											
Enrichment											
BRITA Score		/12	/12	/12	/12	/12	/12	/12	/12	/12	/12
Additional Points											

GOLDWYN BRITA TARGET SHEET																	
<p>6 points for each lesson</p> <p>Managing my own Behaviour Treating others with Respect Listening to Instructions Working as part of a Team Working to the best of my Ability Individual behaviour target</p>	<p>You can earn additional credits for:-</p> <table border="1"> <tr> <td>Blue Commendation = 1</td> <td>BC</td> <td>Subject Certificates = 1</td> <td>SC</td> </tr> <tr> <td>Gold Commendation = 2</td> <td>GC</td> <td>External Certificates = 5</td> <td>EC</td> </tr> <tr> <td>Homework = 2</td> <td>H</td> <td>Work Experience = 10/day</td> <td>WE</td> </tr> <tr> <td>Attendance Certificate = 5</td> <td>AC</td> <td>Attending College = 10/day</td> <td>AC</td> </tr> </table> <p>ZERO Pinks = Daily Double Points!</p> <p>6 points each for</p> <p>Breakfast, Unit time and Assembly</p> <p>Breaktime</p> <p>Lunchtime</p> <p>Unit time and Enrichment</p>	Blue Commendation = 1	BC	Subject Certificates = 1	SC	Gold Commendation = 2	GC	External Certificates = 5	EC	Homework = 2	H	Work Experience = 10/day	WE	Attendance Certificate = 5	AC	Attending College = 10/day	AC
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<p>Managing my own Behaviour Treating others with Respect Listening to Instructions Working as part of a Team Attending assembly, meeting, dining hall, clubs Individual behaviour target</p>																	

Notes

- 1 Appendix 1 “The Goldwyn Charter”
- 2 Appendix 2 – Permanent Exclusion
- 3 Appendix 3 – BRITA points sheet example