



Goldwyn School

Supporting the Behaviour of Students with SEMH Needs

Review Body: Centre Managers/Kerry Greene/Learning & Inclusion

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Our Ethos

Goldwyn School endeavours to create a challenging and inspiring learning environment, where staff work together to encourage all students to reach their full potential.

We celebrate the success of our students and encourage their individual talents and skills. We aim to maximise their access to and engagement with social and educational settings and provide choices and opportunities which are appropriate to their present and future needs and aspirations.

School Values

Goldwyn School works towards providing learning opportunities where students experience:

- A sense of personal security
- Enjoyment of learning
- Respect and being valued
- Supportive relationships
- Sharing their lives with positive adult role models
- Clear, meaningful and flexible boundary setting
- Successful achievement boosting their self-esteem
- Opportunities to obtain academic and/or vocational qualifications
- Chance to flourish and exercise personal responsibility

Through developing personal resilience and providing students with the motivation to succeed, Goldwyn School encourages students to be the best they can be!

Behaviour Principles

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" (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 welcoming, supportive and well-boundaried 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 needs
- 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 who have complex 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, which are monitored regularly and understood by each student (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 incidents unresolved, as doing so can create feelings of anxiety for 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 Incident Report Sheet (IRS)
- Tutors and Hub Leads/staff 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 Incident Report Sheets (IRS's) 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 Senior Management Team and Tutors and Hub Leads. Actions, sanctions and support interventions are planned and recorded.
- Incident Report Sheet (IRS) decisions are transferred to Hub 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 Hubs, 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 Sheets 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

12. A commitment to applying Restorative Approaches to conflict resolution:

Goldwyn believes in using Restorative Justice Practices, whenever possible, to repair and rebuild relationships. Restorative practice can involve both a proactive approach to preventing harm and conflict, and activities that repair harm where conflicts have already arisen. It offers a framework that enables students to develop their social communication and reflective skills. It can be used to address bullying issues or other relationship difficulties, but also to:

- encourage all students to reflect on their behaviour and to understand the consequences of their behaviour choices
- ensure that students develop the skills to repair and rebuild relationships that have been affected by their behaviour choices

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. Hub Leads 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 to tie back long hair when appropriate. Watches may be worn but the school cannot accept liability for any loss or damage. If personal possessions are brought to school students will be required to hand these in on arrival. These will be stored in a safe place ready 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 damaged, 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 Tutors or Hub Leads for safekeeping. If Tutors, Hub Leads and the Senior Management Team 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. It is also unacceptable for students to climb internal or external walls
- **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
- **Refrain from smoking** - Goldwyn School sites are non-smoking environments, and as such, smoking is not permitted on school grounds. Students are not permitted to leave our school sites during the day, unless they have express permission to do so. Smoking paraphernalia should remain at home or be handed in to Tutors and Hub Leads on arrival at school

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
- enable yourself, and others, to learn

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 Hubs. 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 Hub 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 Incident Report Sheets (IRS's) in a day their BRITA points will not 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 Incident Report Sheets (IRS's) 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; Hub 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 and 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 Home - Letters 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 Senior Management Team 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 authorised by the Senior Management Team prior to implementation.

Special Group Activities – These may be for individual classes, Hubs 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 Hub and teaching staff. Students are encouraged to take responsibility for their behaviour and effort in work to ‘earn’ places on these residential trips. **

** Currently impacted or subject to change due to COVID-19 restrictions in school

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) **Reminder of expectation:** A gentle verbal reminder of the expectations of student behaviour may be sufficient for a student to self-regulate.
- e) **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.
- f) **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 (Incident Report Sheet) and the letter 'P'
 - b) will be written on the student's target sheet at the earliest appropriate opportunity
- c) **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 Hub or Enrichment time after school. **
- d) **Phone Call** – From Tutor, Hub Lead or Senior Management Team, informing parents/carers about their child's inappropriate behaviour.

- e) **“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. **
- f) **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. **

** Sanction currently suspended due to COVID-19 restrictions in school

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

Suspension - If all the above sanctions have proved to be unsuccessful, then the student's needs will be discussed with Senior Management Team 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 Exclusion 6 – (See Appendix 2)

Goldwyn School reserves the right to act with discretion in the application of any sanction.

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 Senior Management Team 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
- under some circumstances, a student may be asked to mend or 'make good' damage

Physical intervention must only be used:

- for the shortest period of time to enable a safe environment to be re-established
- 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 property
- after exhausting all other techniques (depending on environmental factors)

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.

Team Teach aims to use de-escalation and behaviour strategies as a standard response to challenging behaviour. The approach focuses on fostering a positive environment where physical handling is used **only as a last resort**. However, this is incorporated with positive handling techniques that are graded as the situation requires. 'Whilst these techniques seek to avoid injury to the service user, it is possible that bruising or scratching may occur accidentally, as an infrequent side effect of ensuring that the service user remains safe' – excerpt of quote from George Matthews, Team Teach Director

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 an 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 Senior Management Team.
- Interviews will take place with the staff and students involved.
- Tutors or Hub 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 participate in a Restorative Conversation 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.
- If a child/young person is a Child in Need, Child Protection or Child in Care (Looked After Child), Social Services will be notified
- 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 at 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 request 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. Students will not be precluded from engaging in curriculum opportunities as a sanction for poor behaviour, unless the student presents as a serious health and safety risk. The decision would be made with consultation with Senior Management Team.

Managing Extreme Situations

The students with whom we work have internal factors of emotional disturbance and low self-esteem. These, allied 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 of 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.

Searching, Screening and Confiscation

Any prohibited items (listed in section 3 of the guidance) found in a student's possession will be confiscated. These items will not be returned to the student.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

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.
- 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

Notes

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Appendix 1 - Permanent Exclusion

Appendix 2 - "The Goldwyn Charter"

Appendix 3 - BRITA points sheet example

Appendix 1

Permanent Exclusion:

Goldwyn's ethos and philosophy does not consider that permanent exclusion is a supportive intervention or sanction for our SEND 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.



THE GOLDWYN CHARTER - Appendix 2



APPROACH: (HOW WE ACT IN PUTTING OUR PHILOSOPHY INTO PRACTICE)	FOR EXAMPLE:	WHY:
<p>1. Act as good role models to the students i.e. “do as I do”</p> <p>Not “do as I say”</p>	<p>1. Apologise when wrong, be punctual, dress appropriately, talk to students as you would wish to be spoken to.</p> <p>Use positive body language and tone of voice.</p>	<p>1. We are trying to teach alternative, more appropriate behaviours. Students need to learn that some adults do what they say. It is easier to copy what you see than what you are told about.</p>
<p>2. Use descriptive praise in every interaction with a student.</p>	<p>2. We can praise achievement, effort and qualities. “You were brave to take a guess, even though you weren’t sure.” “You tried and didn’t give up; you gave it your best shot.” “You have stopped shouting at me and now you are listening.” “Even though you are angry, you are not hitting. Your self control is improving.”</p>	<p>2. Descriptive praise is a way of giving detailed information about what we actually want. It means that we notice and mention the behaviour we wish to encourage.</p> <p>Students who are praised want to do more things to that please us, in order to get our positive attention. As the praise describes what is actually happening, the student is likely to believe it and this is likely to increase their confidence.</p>
<p>3. Act in a consistent manner.</p>	<p>3. Follow routines, do what you say you will do, follow agreed practices; do not allow your mood swings to affect your</p>	<p>3. Some students need to unlearn that adults cannot be trusted – by seeing that they can and that they are fair. Consistency gives students security (eventually), probably the most</p>

	behaviour towards students. Do not favour or discriminate.	important ingredient for improvement and establishing relationships.
4. Enforce simple and clearly defined rules and limits, fairly and firmly.	4. Do not allow rule-breaking, turning a blind eye, etc. Do not make rules too complicated – check that students have understood them before they are broken. Tell students you are enforcing them, rather than saying nothing and reporting them later.	4. Students have often ignored or broken rules without anyone saying anything. Equally adults invent rules arbitrarily! This causes confusion and reinforces that adults are unreliable. Consistently applied rules make life more predictable.
5. Speak to students in a clear, concise manner.	5. When giving instructions, keep them short – don't go on and on. Check that you are not using language which students cannot understand, or which, if taken literally, will be confusing. Don't use slang. Check students' understanding by asking questions, and get their attention before you give instructions/speak to them etc.	5. Students cannot always take in long talks or long words; it is sometimes too much information to process. Their attention span may be short. They may only remember the last thing you said and you may gain a reputation amongst the students as a "waffler."
6. Express disapproval of behaviour, never of the individual.	6. "Stealing is an awful thing to do" rather than "You are an awful boy for stealing."	6. No one likes to be put down or labelled and where self-esteem and self-confidence are already low, such comment can be harmful and long-lasting.

<p>7. Give praise warmly, appropriately and sincerely at every opportunity. Describe the behaviour that you like.</p>	<p>7. Notice and comment when students have done something right, or haven't done what they usually do wrong.</p> <p>Recognise even small improvements - do not wait for perfection.</p>	<p>7. Praise is good for everyone – but particularly if you rarely receive it or normally receive only negative comment. Success breeds success and</p> <p>Positive reinforcement of good behaviour is far more effective than negative reinforcement of poor behaviour.</p>
<p>8. Be a fair and reliable adult. Avoid letting students down whenever possible.</p>	<p>8. Turn up for work everyday; be punctual, fair and stick to your word.</p> <p>Keeping students safe from bullying, putdowns and any form of harassment etc.</p>	<p>8. We want students to learn to trust adults and have faith in them – this may be a new experience for them. Predictability = security = improvement.</p>
<p>9. Refer to students, their parents, relatives or possessions in a positive manner, whenever possible, and always in a professional manner.</p>	<p>9. Whatever you may think personally about these matters, only voice that which you would wish them to hear.</p> <p>Do not show prejudice towards anyone.</p> <p>Be the one to mention positive attributes - look for them.</p>	<p>9. It is hurtful to students and destructive to relationships and is completely contrary to the need to build self-esteem and trust in adults. Parents, home, relatives etc. are often sensitive areas for students.</p>

	<p>Always refer to students by their first name.</p>	
<p>10. Concentrate upon positives and what can be done, rather than the opposite.</p>	<p>10. Encourage students to compare their efforts and achievements with their own abilities rather than those of others.</p> <p>Ignore minor negative behaviour and comment upon the positive behaviour you have identified.</p> <p>Where students do something wrong, remind them of all the good behaviour that has preceded it and acknowledge this yourself.</p> <p>Celebrate success, however small.</p>	<p>10. This helps build self-esteem, self-confidence and trust.</p>
<p>11. Show tolerance towards students exhibiting negative behaviour, but you may show intolerance towards the behaviour.</p>	<p>11. Students are not rejected i.e. staff do not dismiss them because of their behaviour, - but having dealt with the behaviour, assume a positive working relationship with them.</p>	<p>11. Students may expect you to reject them – after all, many other adults before you have. To do so would merely confirm their own hopelessness and that adults don't really care for you, only if you're being good. Negative behaviour may be used to test you out - i.e. do you REALLY care?</p>

	<p>Students are given another chance, and another and another – but staff may make it clear that they disapprove of the behaviour.</p>	
<p>12. Listen to students.</p>	<p>12. When students are in trouble ask for their version of what happened.</p> <p>Give students time – even if you have to delay it until later.</p> <p>Don't interrupt – check that you have heard correctly.</p>	<p>12. The student's view of events is likely to be different from yours – you do not share their difficulties after all. It is a strong message that you value them. Students will not expect you necessarily to agree and just getting it off their chest may help.</p>
<p>13. Be aware of individual needs and how they are being met.</p>	<p>13. For each student in the school can you name two current, priority needs?</p> <p>Be aware of how the activity in which you are involved contributes to meeting needs of the individual/class group.</p>	<p>13. If we do not meet the student's needs we are failing in our task. To meet them we have to know then and how they can be met. Meeting needs does not occur accidentally very often!</p>
<p>14. Enable students to manage failure in a safe setting.</p>	<p>14. Allow students choice, as appropriate, rather than making the decisions for them all the time.</p>	<p>14. Decision-making is part of growing up and moving towards independence. It can encourage students to view staff in a more collaborative rather an authoritarian role. It can boost confidence through success and ownership and it provides the opportunity to</p>

	<p>Allow them to take on as much as they think they can manage, rather than only what you believe they can manage.</p> <p>Look for opportunities where students can be involved in decisions which affect them.</p>	<p>teach students how to deal with failure in a constructive manner.</p>
<p>15. Plan you work for students. Then plan every other aspect of the school day.</p>	<p>15. Attention to detail often prevents difficult situations occurring.</p> <p>Think about classroom work, break times, meetings, assemblies, reviews, sports events, visitors.</p> <p>Difficulties often occur during transition times. Active supervision is crucial.</p>	<p>15. Events run better when they are planned. Planning is another sign from staff that students are important and valued. Needs cannot be met efficiently in an ad hoc manner. Students with chaotic backgrounds or lifestyles need order in their lives.</p>
<p>16. Behave respectfully. Act towards students in such a way that their respect and dignity are not threatened.</p>	<p>16. Be aware of your body language. Never mock or use sarcasm and avoid personal criticism and any criticism in public, if possible.</p> <p>Knock on doors before entering. Do not discuss students in front of others.</p>	<p>16. Students are often fragile individuals and cannot withstand attack. They are also young people with rights – even if they don't respect the rights of others at all times. They are the other people's children in our care and we have no right to make their situation worse, only a duty to make it better.</p>

	<p>Address students courteously and by all means expect this to be reciprocated.</p> <p>Show sensitivity and caring towards students who are distressed and unhappy whatever the actual causes or eventual outcome.</p>	
<p>17. Persevere with students; never give up on them.</p>	<p>17. After a problem always show that it is over and that you bear no grudges or hard feelings towards students.</p> <p>Never refuse to have a student in your group. Start again as many times as necessary.</p>	<p>17. This gives a very powerful message that you are different from all those adults who have given up on them, and that you really DO care and value them as individuals.</p>
<p>18. Intervene to prevent or curb inappropriate behaviour.</p>	<p>18. Stop fights, name-calling, swearing, running off, bullying or at least step in and tell students to stop. Express your disapproval of the behaviour.</p> <p>Follow school procedures having stepped in. Never ignore, unless it is minor.</p> <p>Divert wherever possible rather than confront. Look for signs and triggers and be proactive; act before it happens.</p>	<p>18. To do otherwise would be to abdicate your responsibility, and collude with the idea that the behaviour is acceptable. If you do nothing students will see you as weak and ineffective, as well as unreliable and unsafe. It is part of proving that as an adult you can be trusted and that you will uphold what is right. If you do not intervene, it is likely that the students' behaviour will deteriorate further until something more serious happens.</p>
<p>19. Allow and encourage students to grow and</p>	<p>19. Give students progressively more difficult work to do in class or tasks to</p>	<p>19. It shows you care and value students and that you have a high regard for their ability,</p>

<p>develop by having appropriately high expectations of them.</p>	<p>undertake out of class rather than allow repetition in safe areas beyond that required initially to provide success.</p> <p>Avoid giving simple work purely for ease of containment.</p>	<p>possibly higher than their own. You owe it to the as an adult in this school. You may help them to surprise themselves as to just how much they can do – if pushed.</p>
<p>20. Take an interest in all students.</p>	<p>20. Find out students' likes and dislikes, strengths, weaknesses, family background, sense of humour and interests e.g. musical, sporting, fashion.</p> <p>Talk to students about the positive areas and use your knowledge to start conversations and to build and cement relationships.</p> <p>Share your interests with them, if appropriate – but don't bore them!</p>	<p>20. Students are people and as such are unique, varied and interested in something. Taking this path differentiates you from all other adults who perhaps have not taken an interest or listened.</p>
<p>21. Be positive, enthusiastic and aware of the need to motivate yourself and others.</p>	<p>21. Make an effort to ensure that the work or activity is interesting or exciting and talk about it enthusiastically.</p> <p>Look for new ways to make the task exciting and interesting - be lively yourself.</p>	<p>21. New activities can cause anxiety for students and, unless they are encouraged they are more likely to opt out. If you are not enthusiastic about a new project, why should students be? If activities are new to students, they cannot have experienced failure in it previously and may therefore be easier to motivate.</p>

	<p>If appropriate, use a “carrot” or reward to get an unpleasant task done. Encourage students to try new activities and join in yourself.</p>	
<p>22. Express your care for the students through the quality of your supervision of them.</p>	<p>22. Regularly “count heads” to check that the students for who you are responsible are still with you.</p> <p>Take a register – at activities as well as lessons. Follow up absences – check their authenticity.</p> <p>Follow school reporting procedures when a student is missing.</p> <p>Stay mobile around the school area in order to supervise.</p> <p>Don’t be gullible by accepting bogus excuses.</p> <p>Lay down clear rules, e.g. stay within 5 metres of me.</p>	<p>22. You cannot actively care for students who are absent. Supervision is an element of the structure required to bring a degree of security to chaotic lives. Make school an interesting, caring and special place so that students want to be here.</p>

Appendix 3

BRITA Points Sheet:

GOLDWYN BRITA TARGET SHEET			
6 points for each lesson 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			
You can earn additional credits for:-			
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
ZERO Pinks = Daily Double Points!			
6 points each for Breakfast, Unit time and Assembly Breaktime Lunchtime Unit time and Enrichment			
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			

GOLDWYN BRITA TARGET SHEET									
Unit	Name								
Eagles									
Individual Behaviour Target									
12. To listen, attends and do what is required when the adult addresses a simple positive request specifically to him/ her.									
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	
Additional Points									