



# Alderman Knight

## Behaviour Support Policy

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Reviewed By	Hannah Silverthorn
Next Review Due	<b>July 2022</b>
Ratified by Governors	

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# Alderman Knight School

# Aim

Alderman Knight School is a well-established special school for children aged 7-19 with moderate an additional learning difficulties, complex needs and Autistic Spectrum Disorders (ASD). Within our school we want to ensure all pupils and adults feel safe and happy, trust and co-operation is promoted and everyone’s self-esteem is enhanced. As a result, it will be a place where staff enjoy working, pupils enjoy learning and everyone achieves high standards.

## **At Alderman Knight School we:**

- show and encourage respect and tolerance for each other and the school
- value the contribution of everyone in the team
- work in partnership with parents, carers and governors
- encourage and reinforce good behaviour as a matter of collective responsibility
- feel every pupil and adult has the right to feel safe and unthreatened by abuse of any kind
- feel pupils and adults should be fully aware of the consequences of behaviour which is unacceptable
- identify where pupils understanding is limited, so that staff will work towards encouraging greater understanding and awareness

# Expectations

It is important that all pupils are made aware of how their behaviour impacts on both their own and others learning and that if we are to ensure that this school provides a safe, secure and happy learning environment all pupils need to follow the ‘Rules for Success’.

The following ‘Rules for Success’ are a brief summary of what is expected of pupils at Alderman Knight School in both class and around the school. They are clearly displayed in all classrooms and have been written in a way that will hopefully make them more accessible and memorable to the pupils.

<b>Rules for Success</b>	
<b>Primary</b>	<b>Secondary</b>
1. Follow instructions straight away	1. Arrive at your lesson on time
2. Allow others to learn without distracting them	2. Follow instructions straight away and politely
3. Always do your best	3. Allow others to learn without distraction
4. Talk to everyone politely and kindly	4. Stay on task and complete your work to the best of your ability
5. Look after school property	5. Show respect to everyone by your use of language and the way you treat people
	6. Look after school property

## **Equal opportunities**

Equal opportunity is the right of everyone to equal chances and each individual is respected for who they are regardless of age, ethnicity, religion, gender, relationship status, social circumstances, ability/disability and sexuality. For further information on bullying (peer on peer abuse) please refer to our Anti-Bullying & Hate and Safeguarding policies.

## **Health and Safety**

Health and Safety issues are described fully in the school Health and Safety policy, which forms part of the guidance issued by the Local Education Authority. It is the responsibility of each adult to report Health and Safety issues without delay.

## **Professional Development**

As part of the whole school policy for promoting and encouraging professional development all staff have opportunities to access training that not only supports their own needs but also supports those areas identified within the school improvement plan. This ensures the staff team have the necessary knowledge, understanding and skills to effectively meet the changing needs of the pupils within the school.

Alderman Knight School aims to create and maintain a safe environment for pupils and to manage situations where there are child welfare concerns. The school has clearly laid down and recognised procedures for dealing with abuse or suspected abuse which is in line with recommendations made by the Gloucestershire Safeguarding Pupils Board. Please refer to the school's Safeguarding Pupils/Child Protection Policy.

## **Roles of the School Community**

The role of all staff is pivotal and key to enabling the school to fulfil its aim. The way in which form tutors and classroom teachers, supported very closely by teaching assistants, implement the policy is crucial to effective behaviour management as a whole across the school. Form tutors need to work towards developing relationships with the pupils in their care involving mutual support, trust and respect. Tutors should have the best overview of the pupils in their groups and it is important that all other staff support this through ensuring all relevant and pertinent information is passed on. Central to all of this is the involvement of the pupils in taking ownership and having involvement with the creation of Behaviour Support Plans as well as their behaviour on a daily basis.

At all times staff need to:

- provide pupils with a good role model
- display a framework of school rules and behaviour sanctions which supports the whole school policy
- positively reinforce examples of good behaviour, for example using the 'Rules for Success' and rewards for expected behaviours through their individual class system as well as the Alderman Knight School House Point system as appropriate
- be aware of the daily sanctions for all pupils and where appropriate allow time for discussion about positive and negative behaviour
- keep clear records of positive and negative behaviour as appropriate
- keep parents fully informed about issues concerning behaviour either through WEDUC, by letter, email, telephone or a member of the Senior Team (SLT) depending on the circumstances
- keep the school Governing Body informed regarding issues concerning behaviour management through the head teacher.

It is also important that parents/carers are involved and it should be expected that parents/carers will:

- be involved and support the school in helping to meet our aims
- feel confident that everything is being done to make sure that their child is achieving well and is happy and safe at school

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- be informed about and fully involved in all aspects of their child’s behaviour

The governors also play a key role in supporting the school in developing an effective climate for learning and it is necessary to ensure that governors:

- know that staff are constantly striving to provide a safe, happy and stimulating environment
- are fully informed of matters concerning behaviour through the Head Teachers’ report.
- support the Head Teacher and staff in the implementation of the agreed policy
- play a full and active role in ensuring the school aims are met

There is a School Council, which meets regularly to discuss school issues including behaviour.

As part of the Induction Process all new staff will have the opportunity to discuss the Behaviour Support Policy as well as to identify areas of training need; this will include a review of Team Teach training provision for the individual.

## Praise

When giving rewards to pupils, it is very important that it is made clear why they are being rewarded. This will help ensure they are aware of what they have done that has merited reward and will also help reinforce positive behaviour to other pupils. Effective praise helps the pupil appreciate how their achievement is helped by their own attitude; it will acknowledge effort, focus attention on relevant behaviour and foster intrinsic motivation. However, it is important to also have a range of different rewards.

The table below highlights the expected behaviours and some of the rewards given to pupils for these expected behaviours. They are reflected in the Rules for Success.

Expected Behaviours	Rewards used to recognise Expected Behaviours
Good attendance to lesson	Verbal praise and smile
Adhere to school uniform rules	Written comments
Being ready to learn	Public praise
Enabling others to learn	Work displayed publicly
Following instructions	Work or behaviour used as an example for others
Working to the best of your ability	Internal class rewards e.g. Choose time/ alternative activities [library/computer/sensory garden/trampoline]
Being considerate towards others	
Treating others with respect	Additional opportunities including clubs, extra activities and trips
Carrying out your responsibilities sensibly	

## House Points

In addition to the everyday rewards (verbal praise etc.), pupils will be rewarded with “House Points”. These will usually be awarded by subject teachers and tutors although there will be times when TAs will also have occasion to reward pupils in this way. They can be awarded for positive behaviours, such as:

- Excellent effort
- Meeting of individual targets
- Positive attitude and behaviour
- Demonstrating improvement
- Making a specific contribution to the school
- In recognition of other outstanding achievements.

Typically, only 1 House Point is to be issued per achievement. Pupils can achieve a House Point for exceptional work and effort, appropriate to their own ability. A maximum of 3 House Points are to be given in any one instance e.g. for trips out of school. In addition to this, a “Praise Postcard” can be sent home to outline a pupil’s specific exceptional achievement. Some secondary cohorts and primary pupils may make use of bespoke point systems e.g. marbles, monster points; these then feed into the house point system.

The House Point system involves additional recognition for the pupils and is an accumulative system with recognition on a daily, weekly, termly and yearly basis.

Pupils will be awarded a certificate at the following intervals:

50 House Points	<b>Tin Certificate</b>	Signed by Form Tutor
100 House Points	<b>Bronze Certificate</b>	Signed by Head of House
200 House Points	<b>Silver Certificate</b>	Signed by Phase Managers
300 House Points	<b>Gold Certificate</b>	Signed by Deputy Head
400 House Points	<b>Platinum Certificate</b>	Signed by Head Teacher
500 House Points	<b>Titanium Certificate</b>	Signed by Chair of Governors

## The House System

All pupils will be assigned to one of 4 houses: Falcon, Hawk, Osprey and Kestrel. They will stay in the same house for the duration of their time at Alderman Knight School. Pupils individual House Points will be added to a combined House Point Total. In our fortnightly assemblies the house that has accrued the most House Points in that fortnight will be announced. Totals for all four houses will then be shown on the House Board. At the end of each term the winning house will be announced and the pupils belonging to this house will be able to participate in an end-of-term activity.

At the End of Year assembly, the House with the most points for the academic year will be announced. The House Captain will then collect the House Cup that will be decorated in the winning House’s colour. The trophy will then be kept on display in reception for the whole of the next academic year.

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Each house will have half-termly meetings to discuss future competitions and upcoming events. In the first meeting of the year, they will also choose a House Charity in which they will aim to raise money for across the year. Pupils will then be encouraged to come up with ideas of how they can raise money and put on these events.

Throughout the year there will be enriching and sometimes competitive activities that will focus around the House System, such as:

- Sports Day
- Cooking Events & the Village Fair
- Inter-House Sports Events (e.g. Football, Boccia, Touch Rugby)
- Subject Projects

A Year 10 pupil each year will be assigned the role of House Captain in term 4 for the year. (The pupils who are interested in becoming a House Captain will be elected through the following process):

- Applicants will stand for election at the Spring House Meeting.
- All applicants present a speech to their Houses which they have prepared with the support of their Head of House or Form Tutor.
- Pupils and Staff in each House vote in a ballot.
- The results of the election are announced in the Spring Celebration Assembly.
- Applicants and their parents sign the Head of House 'Code of Conduct'.

They will have a key role in organising events and meetings. They will also act as a mentor to new pupils who have recently joined the house. The role of House Captain will last for an academic year running from Easter to Easter, but these pupils will have to consistently act as a role model to others throughout that year. Pupils can nominate themselves or be nominated by staff to take on this role and then pupils within their House will have an anonymous vote for who they would like as their captain.

The House Captain will:

- Assist Head of House when necessary
- Be a role model in terms of attitude, work ethic, manners and appearance
- Provide inspiration and motivation to all pupils in the House
- To attend school functions as required, to represent the school and the House (e.g. Open Day)
- They will also be given additional responsibilities (e.g. helping with weekly 'Winning House Snack')
- Collect the House Cup, when their House wins it

Staff will also be assigned Houses. They will typically stay in the same House each year. Each House will also have a Head of House who will lead and manage all meetings and oversee their houses activities. The implementation of the House System is purely designed to enrich pupil's experiences at school. It does not replace the current pastoral and behavioural systems in place.

The Head of House will, in addition to their current role:

- Support the House Captain in fulfilling their role
- Organise fundraising events for the chosen charity
- Conduct 6 House Meetings a year and feed back to AHT for Pastoral
- During house activities manage the behaviour of their pupils (e.g. Sports Day)
- Maintain House Boards
- Initially be in post for an academic year with the possibility of rolling over for two years with a maximum of three years in post.
- Liaise with other Heads of House for inter-house competitions
- Liaise with Subject Leaders in organising house events
- Support house events that have been organised by Subject Leaders
- Plan at least 1 out of school hours social event for their house (after school or weekend)

- Organise house events with other schools
- Invite their chosen charity in to present fundraising money
- Create a House Action Plan for the school year.
- Identify a Deputy Head of House from staff within their house.

### Weekly Winning House Snack

Each week the amount of House Points given will be counted. The pupils(s) that have earned the most House Points in each tutor group each week will be rewarded. They will be invited to have drinks & cake/fruit as recognition of their achievement. Typically, this will take place at 2.30pm every Friday.

### Celebration Assembly

There is a termly celebration assembly where successes are shared, including individual and class achievements. Parents are invited to attend.

## Alderman Knight School Rewards System

Frequency	Reward	Notes	Staff Involved
Daily	Verbal Praise	Good effort, attainment or behaviour	<i>Subject teachers, TA's &amp; Form Tutors</i>
	House Points		
Weekly	House Point Winners	Earning the most House Point in the Tutor Group that week	<i>Senior Team</i>
	Tutor Rewards	Tutors have the opportunity to reward their groups on a Friday for particularly good weeks	<i>Form Tutors</i>
Periodically	Praise Notes	Outstanding effort, attainment, or behaviour. These are posted home to parents/carers	<i>Subject Teachers</i>
	House Point Certificates	Sustained effort and attainment. These are kept in Pupils Records of Achievement and letters are sent to parents/carers	<i>Form Tutors &amp; TA's</i>
Termly	House Activity	The House which has earned the most House Points in the term will win a special experience/activity	<i>Senior Team &amp; Head of House</i>
Annually	House Point Cup	The House which has earned the most House Points will win the Trophy	<i>Senior Team</i>

## Proactive Behaviour Strategies

Unacceptable behaviour is any behaviour that:

- makes anyone in the school feel unhappy or threatened
- prevents teachers from teaching and other pupils from learning
- damages school property

It is vitally important to have a clear structure for dealing with unwanted behaviours. However, whatever sanction is used it is important to maintain the pupil's self-esteem, and that it is made clear that it is the behaviour that is unacceptable not the child. Teachers and TA's are encouraged to use their knowledge of the pupils and their professional experience to support with behaviours. Many behaviours can be improved

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by adjusting something within the learning environment to help the pupils access the learning better and achieve. If poor behaviour is consistent from a pupil, consider strategies such as: seating plans (or rearrange existing one); buddying up; differentiation; "chunking tasks". Initially whatever sanction is used it should be class-based and managed by the teacher.

It is very important to note that no sanctions are given for any behaviour that is directly attributable to the pupil's special educational needs. Therefore, the teacher must be confident that in their planning they have taken account of pupils individual learning needs and worked to overcome their specific barriers to learning so that the pupils are being presented with suitable learning challenges. The most effective strategy for supporting behaviour is by preventing it in the first place; and the best way to prevent poor behaviour is through excellent teaching which seeks to meet the needs of all pupils.

## Support and approaches used in school

- The Pastoral Support Team will support staff with the planning and implementation of individual programmes for pupils.
- Staff will be identified to support specific pupils as necessary.
- The school has a Pastoral team that works with individuals and groups of pupils to help them develop strategies to manage their emotions more effectively and develop resilience.
- Small group sessions will be arranged [as the need is identified] to enable focused work to be carried out with pupils displaying challenging behaviours and social interaction difficulties.
- The school will work with other agencies and seek external support in order to support pupils, parents and staff.
- Teaching and support staff will meet specifically to discuss individual pupil behaviour and behaviour support plans will be used to help ensure clear, focused and consistent support for pupils
- 'Restorative Justice' principles will be used as appropriate.

Please note Restorative Justice refers to a process that resolves conflict. Communication and discussion of the impact of behaviour are a crucial part of the school's ethos and promotes telling the truth, taking responsibility and acknowledging harm as appropriate responses to conflict and in doing so creates accountability. Where conflict has occurred, it allows the pupil to see the impact of their behaviour but also allows the affected person the opportunity to see if they contributed to the conflict in anyway by their own behaviour. Both participants are then able to agree their own joint contract of how they are going to treat each other in the future, this gives them a personal stake in the success of the contract. Restorative Justice approaches can be used to resolve many different types of conflict. Within Alderman Knight School, it is standard practice; there is a not a set template to follow although the key features below should be considered:

**Respect** – for everyone by listening to other opinions and learning to value them

**Responsibility** – taking responsibility for your own actions

**Repair** – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure that behaviours are not repeated

**Re-integration** – working through a supportive process that aims to solve the problem

# Sanction System

 <b>Alderman Knight School Sanction System</b>			
Sanction	Examples of Behaviour	Action	Who
<b>Friendly Warning</b>	Late	<i>Remind the pupil of the school rule and the consequences to not following it</i>	Teacher / TA
	Not Listening		
	Not Following Instructions		
	Disrupting the Lesson		
<b>S1 Warning</b>	Deliberately not Working	<i>Adopt in-class strategies</i>	
	Rudeness	<i>Record on Behaviour Manager</i>	
	Inappropriate Behaviour		
	Not Completing Work		
<b>S2 Final Warning</b>	Repeat of any of the above	<i>5 minutes Time Out</i>	
		<i>Record on Behaviour Manager</i>	
<b>S3</b>	Continuing of above Behaviours	<i>10 minute detention with the Teacher who gave the sanction to discuss behaviour and/or catch up on missed work</i>	Teacher
	Possessing Mobile Phones or Electricals		
	Leaving Class		
	Swearing/Offensive Behaviour	<i>Equipment confiscated until the end of the day (if sanction was given for possessing electricals)</i>	
	Intimidation		
	Damage to Property	<i>Record on Behaviour Manager</i>	
	Aggressive Behaviour		
	Stealing		
<b>S4 Yellow Report</b>	2 S3's in 1 day (if in the same lesson steps S1-S3 need to have been repeated)	<i>20 minutes lunch time detention with Form Tutor</i>	Tutor
		<i>Form Tutor calls Parents</i>	
		<i>Record on Behaviour Manager</i>	
	Profound instances of behaviours listed for S3's	<i>1 day on report to the Form Tutor</i>	
		<i>Call Pastoral Team on second S3</i>	
		<i>Further action at the discretion of Pastoral Team</i>	
<b>S5 Orange Report</b>	3 S3's in 1 day (Pastoral Team should be called before this happens in a single lesson)	<i>1 day of break and lunch time detentions with a member of the Pastoral Team</i>	Pastoral Team
	Severe instances of behaviours listed above or incidents of:	<i>Pastoral Team to call Parents</i>	
	Stealing	<i>2 days on report to a member of the Pastoral Team</i>	
	Bullying		
	Significant damage to property	<i>Possible internal isolation</i>	
	Inappropriate Behaviour	<i>Record on Behaviour Manager</i>	
	Possession of significant contraband		
	Assault		
Use of discriminatory language	<i>Further action at the discretion of Pastoral Team</i>		
Poor S4 report			
<b>S6 Red Report</b>	Very severe instances of behaviours listed above (particularly in incidents of sexual or racial behaviour, or harm caused to pupils, staff or property)	<i>2 days of break and lunch time detentions with a member of the Pastoral Team</i>	Head Teacher
		<i>Pastoral Team to call Parents</i>	
		<i>3 days on report to the Head Teacher</i>	
	Poor S5 report	<i>Possible internal isolation</i>	
		<i>Further action at the discretion of Pastoral Team</i>	
Staff should use their professional judgement as to the severity of the behaviour when determining the level of sanction. When applicable staff should aim to use this system progressively, starting with a friendly warning.			
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When staff are determining the most appropriate sanction it is important to:

- check by asking that they understand why they are being talked to about their behaviour
- establish that they know the behaviour displayed is unacceptable
- explore the effect that behaviour has on others
- examine strategies for avoiding the same situation in the future
- encourage them to think of or offer some alternative strategies

Please note, that if an S3 is given then the behaviour system “resets” to S1 for that pupil; it does not immediately escalate to S4 (it does this the second time round). Pupils who receive an S3 may become frustrated and angry and they should usually be given time to process and understand that they have an S3 detention. Each pupil is different, but generally time and space should be given for a pupil to process the S3. When applicable staff should aim to use this system progressively, starting with a friendly warning. If the gradual process from verbal warning to S3 has been followed, then this should not be unexpected; adding another S3 to a pupil who is frustrated from receiving an S3 already is unlikely to address the behaviour; if staff feel that this situation is imminent then support/advice from pastoral team should be sought first wherever possible.

### Catch up Sessions

Those pupils who were late to a lesson or who have not completed their work, through lack of application, may be required to ‘catch up’ on the work that was missed. This will be with the subject teacher. This is not ‘classed’ as a sanction or as a detention. If they are more than 5 minutes late to the lesson this would then be logged as a S1 sanction.

### Report Sheets

Daily pupils report sheets are useful for a number of reasons:

- They support pupils in monitoring their own behaviour.
- Form tutors are able to monitor a pupils’ behaviour more closely
- Staff are able to feedback to other staff and parents/carers.

Pupils or parents may request to have a report sheet or a praise chart if they feel it will help them monitor behaviour. However, these sheets are not intended to be used indefinitely. Contact is made with home each day a pupil is on report by the member of staff responsible.

# Levels of Behaviour Support

At Alderman Knight School we use a range of plans to support our pupils, the processes to be followed to action these are listed below:

	<h2>Levels of Behaviour Support</h2>
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All members of staff have a responsibility to support the behaviour and wellbeing of our pupils. The following outlines the process of how to plan for and support a pupil whose behaviour requires additional support alongside the behaviour system.

Level 1	Additional Tutor Support
Led by the Tutor Team	
<ul style="list-style-type: none"> <li>- Tutor team to meet to discuss the pupil and their behaviour</li> <li>- The team should share strategies of what they feel may work to support the pupil to improve their behaviour</li> <li>- The tutor should gather feedback and thoughts from subject teachers, this in some circumstances may require an interim report</li> <li>- The team should email staff to inform them of how best to support the pupil. This could possibly include a guidance document for all staff or for staff that come in contact with the pupil</li> <li>- Tutor team should collect data on the behaviour to see if there is an improvement or a pattern</li> <li>- Parents/carers should be made aware of the concerns and the strategies that are being put in place to support the pupil</li> <li>- No formal plan needs to be written</li> </ul>	

Level 2	Tutor Support Plan
Led by the Tutor Team	
<ul style="list-style-type: none"> <li>- If the strategies implemented at Level 1 are unsuccessful the tutor team should ask to meet with their assigned member of the Pastoral Team to support the following actions to be put in place:</li> <li>- The tutor should gather feedback and thoughts from subject teachers, this in some circumstances may require an interim report.</li> <li>- Proactive strategies should be shared and the data already collected should be reviewed</li> <li>- Further strategies are discussed and a Tutor Support Plan should be devised.</li> <li>- These plans identify the key behaviours and how staff should support the pupil when displaying these behaviours.</li> <li>- 5 Key Points should also be included. The Tutor Support Plan will also identify how data is collected.</li> <li>- Regular meetings should be held to review the progress of the plan. The Tutor Team and designated member of the Pastoral Team should attend these meetings.</li> <li>- The pupil and their parents/carers should be aware that they are on a plan and the strategies that are being implemented.</li> <li>- It may be appropriate for the pupil to be on daily report to their tutor</li> <li>- This plan will be continually reviewed by the team, and should be formally reviewed at least termly.</li> <li>- Pastoral Team to give ongoing advice and review.</li> </ul>	

Level 3	<b>Behaviour Support Plan</b>
Led by the Pastoral Team	
<ul style="list-style-type: none"> <li>- If the strategies implemented at Level 2 are unsuccessful then the Pastoral Team will propose a Behaviour Support Plan.</li> <li>- The Pastoral Team will meet with members of the Tutor Team to discuss further strategies to be implemented. They will also review the data that has been collected.</li> <li>- A member of the team will conduct observations in class.</li> <li>- The plan should include a breakdown of all the key observed/challenging behaviours and the proactive strategies being used and/or suggested to be used to reduce the challenge and risk from the behaviours.</li> <li>- SMART targets should be introduced for the pupil, if appropriate.</li> <li>- Parents will be contacted by the Pastoral Team and asked to meet in school if appropriate. It is important for them to feel as much a part of it as possible so as to engage them and ensure they feel not only consulted but also part of the solution moving forwards.</li> <li>- The pupil will be assigned a 'key worker' in the Pastoral Team. They will be the primary liaison with parents regarding the pupil's behaviour.</li> <li>- It is likely the pupil to be on daily report to their 'key worker'</li> <li>- When the plan has been devised the pupil should meet with their 'key worker' (and member of the tutor team if appropriate). At this meeting the plan should be discussed with the pupil. The pupil can make suggestions of supportive measures that should be added to the plan.</li> <li>- Detailed data should be collected by the tutor team and analysed by the 'key worker'. Updates need to be presented at Pastoral Team Meetings.</li> <li>- The plan is initially reviewed after 6 weeks and then will be formally reviewed 3 times a year. Parents should have an active role in the formal review.</li> </ul>	

Level 4	<b>Pastoral Support Plan</b>
Led by Clare Steel, Head Teacher	
<ul style="list-style-type: none"> <li>- This plan is to be introduced when a pupil's behaviour or conduct raises concerns on whether we are the most appropriate placement for them</li> <li>- A meeting is held in which the Head Teacher, member of the Pastoral Team, Parents and the Pupil attend.</li> <li>- A plan is outlined detailing expectations of the pupil, how the school will provide additional support the pupil and how the parents will provide additional support for the pupil</li> <li>- The pupil will be on report to either their 'Key Worker' or a member of the Senior Team</li> <li>- A signed copy of the plan and any updates should be kept in their file in the Archive Room</li> <li>- Detailed data will be collected.</li> <li>- This plan will be formally reviewed every 6 weeks.</li> </ul>	

#### **Reducing Support & Exit Strategies**

If a pupil shows significant improvement between reviews of a plan, then staff should always consider reducing the level of support. In all cases this will be a gradual reduction through the levels. Therefore, a pupil who has shown significant improvement on a Behaviour Support Plan will then be placed on a Tutor Support Plan. Parents and the pupil are to always be informed of this.

### Wellbeing Support Plans

In circumstances where a pupil's poor mental or emotional health requires a detailed support plan, the Pastoral Team will devise a Wellbeing Support Plan. These plans are bespoke documents that should involve input from the pupil, school, parents/carers and any relevant external agencies (such as medical or social care).

## Recording of Information

At Alderman Knight we use 'Behaviour Manager' for recording information relating to pastoral events. Specifically, we log records of sanctions, serious incidents (such as bullying, racism and sexual behaviour), house points.

Any safeguarding or records of concern are logged on CPOMS, further information is in the Safeguarding Policy.

## Positive Handling & Restraint

Despite creating the right environment and providing pastoral care and opportunities for mentoring, the nature of some of our pupils means that there will be times when challenging behaviours occur.

**All staff will receive professional development and will be assessed to ensure their competency to use approved methods of positive handling.**

When a pupil is at risk of harm or at risk of harming others, staff are trained in techniques using the Team Teach approach. In all cases where positive handling is necessary, **minimum reasonable force** should be used to exercise your 'duty of care' to the pupils and should only be used as a last resort. In the event of a physical attack, staff have the right to defend themselves, though withdrawing to a safe distance might be the best option whilst ensuring that other people are safe. For teaching staff, the duty of care is set out in the school Teachers Pay and Conditions Document, as well as the Teachers Standards.

Our definitions of terminology and procedure related to restraint and restrictive intervention:

### Time-Out

Pupils are encouraged to take a 'Time-Out' when they need a break from the demands of a classroom environment. Typically, they will spend 5 minutes taking a walk or at their specified location. Often this is a very successful method of de-escalating behaviour and usually prevents further sanctions or confrontation in the classroom.

A 'Time-Out' at Alderman Knight is not a restrictive practice or a punishment. It is a means of teaching pupils that if they feel that their behaviour will escalate in a certain situation, there is always the option to remove themselves from that situation. It also promotes self-regulation.

### A Guide

When a pupil is being physically directed to a location by staff. The staff member does not apply any force and the pupil is not resisting or displaying only minimal resistance. A common guide is a hand on the pupil's shoulder but 'Team Teach' affiliated guides can also be used. Please see Appendix 1 for further information on the guides used at Alderman Knight School.

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## Physical Intervention

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it at Alderman Knight School:

- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause. The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

## Authorised Staff

At Alderman Knight School all teaching staff and learning support staff receive training and are authorised to use reasonable force within the context of The Education and Inspections Act 2006, The Use of Reasonable Force to Control and Restrain Pupils'.

The school offers training for all authorised staff.

## Training

Training for designated staff will be made available and will be the responsibility of the Head Teacher.

No member of staff will be expected to undertake the use of reasonable force without appropriate training.

All the techniques used take account of a pupils';

- age
- gender
- level of physical, emotional and intellectual development
- special needs
- social context

They should also provide a gradual, graded system of response.

## Types of Incident

The incidents described in The Education and Inspections Act 2006 The Use of Reasonable Force to Control and Restrain Pupils fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order and / or discipline.

All restraints used follow 'Team Teach' guidance, (please see Appendix 1 for restraints authorised for use at Alderman Knight School), and will never impact on pupil's airways, breathing or circulation. Staff will constantly reassess their physical engagement so they are in the safest position possible. Team Teach techniques seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the pupil remains safe.

A member of SLT/Pastoral team will be called to manage and support an incident.

After a physical intervention is used the pupil will be monitored for signs of emotional or physical distress.

After the use of physical intervention those involved should record the incident on CPOMS by the end of the day. There should be a formal debrief with Head Teacher and a written record is kept detailing this debrief.

The following day the restrained pupil should have a session with the Pastoral Support Manager who will provide mentoring and to evaluate their feelings about the incident. The pupil's responses should then be documented. The pupils will also be offered on-going mentoring if required.

Parents are informed of any use of physical intervention. A review of the pupils Tutor/Behaviour Support Plan and a Risk Assessment will also take place.

### **Isolation**

An isolation or 'Internal Seclusion' is when a pupil has their lessons separate from their class for a pre-arranged period of time, often a day. Isolations are typically used when a pupil has had a significant dispute with another pupil and these pupils need time apart in order to calm. This is generally to reduce the risk of a re-occurrence. During these isolations pupils are taught by a member of staff and have their break times at different times. This is so that the pupils still has access to time outside, but is not interacting with other pupils. The decision to isolate a pupil for a school day is always made in collaboration between the Senior Team and the pupils' parents/carers.

Isolation is always a short-term measure, specifically to support our pupils settle after a significant incident. It is never used as a long-term intervention. All isolations are recorded on 'Behaviour Manager' together with information as to why isolation was appropriate. Pupil feedback is sought after time in isolation along with a report of their time; the reports are shared with parents and carers.

### **Safe Space**

Safe-spaces are areas of the school where pupils can be escorted to give them time to calm down or to prevent injury to themselves or others. They will only be used in line with an individual's behaviour plan or strategies to manage extreme challenging behaviour.

In certain situations, it may be relevant to request a pupil or, through positive handling, move a pupil to a 'safe-space'. The school does not have a specific Safe Space room although there are a number of quiet, non-threatening spaces where a pupil might be taken to help them calm, e.g. library, meeting room, sensory room.

At no time will a pupil be left unsupervised and pupils will be observed at all times. Staff will actively encourage a pupil to 'calm' using taught techniques (Team Teach training) and knowledge of the child. As soon as is reasonable and safe the pupils will return to class. A record is added on Behaviour Manager whenever a 'safe space' is used in this way, including details of why the space was used; which space was used; and how long for.

An individual pupil may take themselves to a particular 'safe-space' as a learnt strategy to manage their own frustrations, anxiety or behaviour; this will be agreed in their behaviour support plan. If this happens then a member of staff will monitor and observe, following the guidance as above.

The Primary Phase has a room often used when a pupils' behaviour needs to calm and de-escalate. Occasionally our pupil's behaviour escalates to the point when they are being physically aggressive with staff, pupils and property. The purpose of the Primary Quiet Room is to provide a space in which there are no opportunities to engage in this behaviour, giving the pupils the opportunity to calm. Pupils can leave this room of their own volition, unless it is likely they will be a danger to themselves or others. This strategy has been implemented to avoid the use of physical restraint as this method is significantly safer and less intrusive for the pupils. As detailed above a record is added on Behaviour Manager when this space is used too.

## Blanket Restrictions

Alderman Knight does not use 'blanket restrictions' by always locking classroom doors or restricting access to outside space. Any restrictions implemented are used sparingly for a specific purpose and for short periods of time. When implemented the restrictions are used in order to protect our pupils and staff.

## Prohibited Sanctions

The Children's Act 1989 specifically prohibits the use of the following

- corporal punishment
- deprivation of food or drink
- the use or withholding of medication, medical or dental treatment
- intentional deprivation of sleep
- requiring pupils to wear distinctive or inappropriate clothing
- the restriction of visits or communication
- the use of accommodation to restrict physically the liberty of the child
- imposition of fines
- intimate physical searches

## Legal and Legislative Compliance

All our policy and practice relating to restraint and restriction of liberty has taken into consideration and is compliant with the following:

- Children's Act 1989
- Education and Inspections Act 2006
- Equality Act 2010
- Health and Safety at Work Act 1974
- Human Rights Act 1998
- Mental Capacity Act 2005
- Mental Health Act Codes of Practice 2015
- Positive environments where pupils can flourish (Ofsted) 2018
- Reducing the Need for Restraint and Restrictive Intervention (DfE) 2017 *Draft Consultation*
- Searching, Screening and Confiscation (DfE) 2018
- Keeping Children Safe in Education 2020

## Physical Intervention and Risk Assessments

Physical contact which may be reasonably expected to be used at Alderman Knight School would be either in the context of pastoral care or as an intervention in an extreme, challenging situation. Whenever it is foreseeable that a pupil might require a restrictive physical intervention, a risk assessment should be carried out which identifies the benefits and risks associated with the application of different intervention techniques with the pupils.

Assessing and managing risk is central to the process of deciding whether to use physical force and ensuring that it is both reasonable and proportionate to the circumstances. Where it is known that a pupil is likely to present severe behaviour difficulties, a formal assessment of the risks involved will assist staff in judging the benefits and risks of any proposed intervention for staff, the pupils concerned and others.

This risk assessment must be undertaken by a competent person i.e. one who knows the process of risk assessment and who has sufficient knowledge about the pupil and his/her behaviour to enable them to make objective decisions on the appropriate control measures to utilise.

In the event that risks are thought to be serious for the pupil or others, a written assessment of the risks and the considered control measures, which may be required in order to reduce the risk to the pupil and others, should be made.

If a physical intervention happens with a pupil without a risk assessment, then an informal (dynamic) risk assessment should be done at the time, assessing the benefits and risks associated with the application of different intervention techniques with the pupils at the time of the intervention. Once the situation is resolved then a risk assessment should be formally completed and put on the pupil's file.



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# Serious Incidents & Exclusions

## Serious Incidents

It is crucial that the staff judge the level of danger (risk assessment) and act accordingly, (e.g., danger to pupils, others, staff, equipment or buildings).

### **Actions to be taken**

- Get additional support. Use other staff/members of class as appropriate or contact reception to get additional support.
- Remove the pupil or the rest of the pupils from the situation if necessary.
- Allow pupils causing concern (and staff if necessary) time away from the learning environment.
- At an appropriate time speak to pupils.
- Depending on the seriousness of the incident the pupil will be isolated from other pupils. An S6 will need to be completed. This will be done by the staff most closely involved with the incident in the first instance and will give an overview of what happened. The Head Teacher will be made aware of the incident and depending on the gravity it may be decided to exclude the pupils for a fixed term. If this is the case parents/carers will be invited to meet with the head teacher.
- The sanction for S6 may include a period of isolation (please see definition above). The pupil will be put on a report during this time which will be monitored by the Head Teacher and parents will receive feedback about the report.
- If isolation is considered to be appropriate, the pupil will work away from the class 1:1 with a teaching assistant. The length of this will be determined through discussion of incident and attitude/ behaviour of the pupil. The pupil on returning to class will be on report to the Head Teacher. Pupils in isolation will continue to have a morning and lunchtime break. However, this will take place after the normal school break when the pupils will be supervised 1:1 by a member of staff. Parents will receive feedback about the report.
- Pupils may be excluded for a fixed period (i.e.3 Days) at the discretion of the Head Teacher.
- In all cases the pupils will be put on report. The length of time will depend upon the incident and the response of the pupils. At the end of the report period the member of staff monitoring the report must review progress and comment on the report form.
- For all reports the length of time on report will be dependent on feedback from staff.
- If further incidents occur or the incident resulted in an exclusion, parents will be invited into school to a specific meeting during which a Pastoral Support Plan will be drawn up that aims to support the pupil and try to minimise the risk of exclusion from school.

## Racist Incidents

The following procedures should be followed, if appropriate.

- Discussion with pupils
- Victim counselled
- Formal discussion between the pupil and the Head Teacher
- Pupil further dealt with according to school disciplinary code and potentially sent home
- Letters to parents, parental interview to be arranged
- Follow-up work initiated: individual/class/year group/whole school

## Sexting Incidents

The following procedures should be followed, if appropriate. (Please see appropriate section in the Anti-Bullying & Hate Policy and Safeguarding Policy)

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If a pupil tells a member of staff they've been involved with sexting, it's important to remain calm and be understanding. Staff should follow the school's policy and procedures.

Try and find out:

- if it's an image, video or message
- how the pupil is feeling
- how widely has the image been shared and with whom
- if there were any adults involved
- if it's on a school or personal device

If the images were not intended to cause harm and the pupils involved have given consent, the decision can be made to handle the incident within the school.

Avoid looking at the image, video or message. If it's on a device belonging to the school, it needs to be isolated so that nobody else can see it. This may involve blocking the network to all users.

Details of the incident and the actions taken must be recorded in writing by the person responsible for Safeguarding within the school.

Contact the police and pupils' social care if:

- somebody involved is over the age of 18 or under the age of 13
- there are concerns about the ability to give consent
- the images are extreme or show violence
- the incident is intended to cause physical or emotional harm
- there's reason to believe that the pupil has been blackmailed, coerced or groomed

If there is the possibility a child is in immediate danger - call the police on 999.

## **Bullying/Peer-on-peer Incidents**

The following procedures should be followed, if appropriate. (Please see appropriate section in the Anti-Bullying & Hate policy)

- Report incidents to staff
- In cases of serious incidents they will be recorded by staff
- In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
- If necessary and appropriate, police will be consulted
- The behaviour or threats of these types of behaviour must be investigated and the incidents stopped quickly
- An attempt will be made to help the pupils change their behaviour
- The pupils may be asked to genuinely apologise. Other consequences may take place.
- In serious cases, suspension or even exclusion will be considered
- If possible, the pupils will be reconciled
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated behaviour does not take place.
- The school will record and keep a log of serious incidents at the school.

## **False Accusations**

If a pupil is found to have made a deliberately false accusation of abuse against a member of staff the following procedure will be followed:

- The Head Teacher or Chair of Governors (if the accusation has been made against the Head Teacher), will contact parents to come in to a meeting to discuss the incident.
- If necessary and appropriate, police will be consulted.
- The school Safeguarding and Code of Conduct Policies outline additional actions the school will take.
- An attempt will be made to help the pupils change their behaviour
- The pupils may be asked to genuinely apologise. Other consequences may take place.
- In serious cases, suspension or even exclusion will be considered
- If possible, the pupils will be reconciled
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated behaviour does not take place.
- The school will record and keep a log of serious incidents at the school.

## **Exclusions**

Only the Head Teacher or Acting Head Teacher may exclude when:

- a pupil has seriously broken the school's Behaviour Support Policy
- the school has tried other ways to improve a pupils' behaviour and these have failed
- if a pupil stayed in school it would seriously harm the education and welfare of themselves or others

The Head Teacher will:

- talk with the pupil to ensure they have a chance to say what happened and are listened to
- gather all available evidence and consider carefully all the facts before deciding to exclude
- take into account the school's Equal Opportunities Policy and any harassment of the pupil (racial or sexual)
- contact parents as soon as possible following the incident and discuss why the decision has been made to exclude. Arrange a meeting face to face if possible.
- Make sure parents know the exclusion procedures and their rights of appeal

Within one school day the Head Teacher will send a letter to parents clearly stating:

- the reason for exclusion
- the date the exclusion starts and duration
- how the pupil can continue their education-arrangements for setting and marking work
- their right to state their case to the discipline committee (and how), who to contact, and the final date for a written statement
- the phone numbers of someone in the local authority who can advise them and The Advisory Centre for Education (ACE)

**The head teacher will arrange for the following to be informed:**

- Chair of Governors
- All teaching and support staff
- School Transport Department at Shire Hall
- Assistant Education Officer

**The head teacher will arrange for**

- the completion of the exclusion form
- letters and forms to be filed
- an addition to be made to Head Teacher's log

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Following a period of exclusion parents/carers will be asked to attend a re-admission meeting where behaviour targets will be discussed and a Pastoral Support Plan set up.

Governors will meet when any pupils' total number of exclusions exceeds five days in any one term. The maximum number of exclusions allowed in any one year is forty-five days. Permanent exclusion is the final sanction but a managed move, through PSP/Annual Review process, to a new school is always the preferred option.



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# Searching and Confiscation of Items

## Searching

School staff can search a pupil or their belongings for any item if the pupil agrees. Head Teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate sanction e.g. S3 sanction.

A pupil refusing to co-operate with such a search raises the same kind of issues as when a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, an appropriate sanction is given e.g. a S3 sanction.

An item banned by the school rules may only be searched for under these powers, if it has been identified in the school rules as an item that can be searched for. For example, if it has been reported that a pupil has a mobile technology device stored within their locker that hasn't been handed in during tutor time.

By using a locker pupils consent to have these searched for "prohibited items" whether or not they are present. Searches can only be conducted if approved by the Head Teacher or Deputy Head and will only be conducted by two members of either the Senior or Pastoral Teams.

## Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item; they consider harmful or detrimental to school discipline. These items should be immediately passed onto a member of either the Senior or Pastoral Teams. The school can then retain or dispose of a pupils' property as a disciplinary penalty, where reasonable to do so.

If controlled drugs, illegal pornography or weapons are found or confiscated they will be reported and passed to the Police.

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that the staff member reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

## Schools' obligations under the European Convention on Human Rights (ECHR)

- Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.
- The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.



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# Appendix 1

## Guides

When a pupil is being physically directed to a location by staff. The staff member does not apply any force and the pupil is not resisting or displaying only minimal resistance. At Alderman Knight School the following guides are authorised for use and form part of the Team Teach training delivery:

- prompt
- elbow guide
- hand hold
- caring c guide (open hand and cupped hand)

## Physical Intervention

As detailed above when reasonable force is required to physically intervene with a pupil, the following methods are authorised for use and form part of the Team Teach training delivery:

- friendly elbow
- single elbow (2 person hold)
- double elbow (1 or 2 person hold)
- figure of 4 hold (2 person hold)
- small child hold with use of bean bag as required

As part of the training staff are also taught how to respond when a child goes 'dead weight' or drops to the floor.

Responses to hair or clothing grabs also form part of the training delivery and dependent on the severity may also require recording either for information on Behaviour Manager or if of a higher tariff then formally using CPOMS.

Timetable for Review	Annually	2 Years	3 Years	4 Years
Status	Statutory	Gloucestershire CC		School
Circulation	Website	Weduc	SAM	School Office

### Table of Review and Modifications

Date Reviewed	Page Number of Changes	Summary of Changes Made
August 2021	6	Pastoral Managers replaced Assistant Head Teacher
	10	S6 Sanction to be managed by Head Teacher
	13	Pastoral Support Plan led by Head Teacher
	15	Physical restraint renamed Physical Intervention
	15	Removal of 2 Team Teach trainers at Alderman Knight School
	16	Physical Intervention debrief to be with the Head Teacher