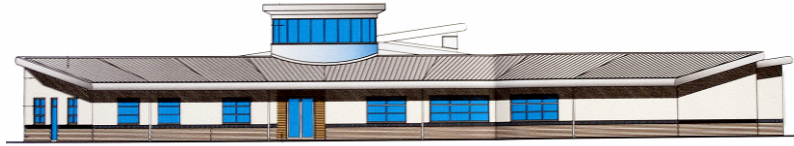


# WINDLESTONE SCHOOL



## Supporting Students and Managing their Behaviour

### Policy & Practice



## **Maintenance**

It is important to note that this document and its contents are the property of Windlestone School. Staff are asked to ensure that it is kept in a safe place.

Written permission of the Headteacher should be gained before passing it, or any part of its contents on to those other than school staff.

Update notes may be issued during the course of the year. Staff are asked to record such updates meticulously.

## **Issue Procedure**

Each document issued has been recorded against the name of a member of staff.

No. : .....

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# **POLICY**

## **PREFACE**

Whilst Section 61 of the School Standards and Framework Act 1998 requires a governing body to ensure that its school pursues policies designed to promote positive behaviour, and in particular it:

- requires a governing body to make and review a written statement of principles to guide the Headteacher in determining measures for promoting positive behaviour; and
- where the governing body wants particular measures introduced or particular issues addressed, requires the governing body to notify the Headteacher and enables it to give further guidance.

this policy and series of practice papers are a direct result of a series of staff development days, over a great number of years. The focus of the days has been students' behaviour and the staff group's role in understanding and supporting student behaviour, and where necessary managing it; and their subsequent role in enabling students to acquire understanding of, and exercise self-control over their own behaviour.

Although much of the practice described in this document is long established at the school, all of it has been revised continually over the years. In the summer of 2006 a major review of all practice was undertaken and enshrined in a clearly stated and revised policy.

## **INTRODUCTION**

It is the philosophy of Windlestone to have as its first priority the needs of the students in its care. Students referred to the school have social, emotional and behavioural difficulties of a nature which seriously impedes their progress in ordinary schools. Often the students also experience adjustment difficulties within their own communities.

This policy and its accompanying practice papers reflect the guidance from the Durham Children's Services Authority in respect of the Management of Behaviour, the Children Act 1989 and the subsequent Guidance and Statutory Instruments of the Act, Durham ACPC Child Protection Procedures and a review of the literature on residential student care and students with emotional and behavioural difficulties.

This policy and practice papers has been specifically informed by:

- DCFS Guidance The Use of Force to Control or Restrain Pupils 2007, Section 93 of the Education Act 2006
- Advice on Whole School Behaviour & Attendance Policy, DfES, 2003
- Safeguarding Children in Education, DfES 2004
- Durham LEA Policy & Guidance on the use of Restrictive Physical Interventions, 2004
- A Child Protection Handbook, DCC, LEA.

At Windlestone the pattern of education is not fundamentally different from that of mainstream schools. However, it is considered vital to students' progress that the balance between an ordered, calm, caring, and consistent structured environment and a tolerant, and understanding ethos is achieved. The resulting milieu is the means by which established students thrive and develop personally, and new students settle into school.

## **RATIONALE**

The purpose of this policy and practice document is to clearly establish the school's values, and describe the range of structures and systems in which staff work proactively with students. It also describes the interventions staff use when they are responding reactively to students and the safeguards employed to ensure student welfare is safeguarded and promoted.

## **SCOPE**

This statement of policy and practice relates to the whole school community.

## **PRINCIPLES**

The policy and practice within this school seek to demonstrate:

- consistent, clear and fair principles, which relate to the school's Aims and Objectives
- a whole school approach conducive to effective teaching and learning, physical and emotional care;
- arrangements and practices conveying the school's ethos which are known to all the school's stakeholders;
- a sense of community and shared values;
- mutual respect;
- the promotion of good relationships between all;
- a commitment to proactive rather than crisis driven approaches;
- the encouragement of self-worth, self-confidence, and self-discipline;
- an emphasis on effort and achievement;
- the encouragement of good behaviour in the community;
- an appropriateness to off-site experiences and environments as well as on-site;
- active partnership with parents and co-operation with the community; and
- the use of sanction is fair, and considered

## **RESPONSIBILITIES & ENTITLEMENT**

Windlestone School acknowledges that its students, staff, parents/carers, the community, its Governing Body and Children's Services Authority (CSA) all have rights and responsibilities that should be reflected in its policy and practice for supporting and managing student behaviour.

### *RESPONSIBILITIES*

**Students** at this school have a responsibility for:

- behaving in a manner which neither prejudices their own or others health and safety nor disrupts the school's learning environment;
- participating in the range of activities and strategies which allow the evaluation and review of their behaviour; and
- reporting their concerns in respect of student welfare, and Child Protection issues.

**Staff** at this school have a responsibility for:

- ensuring their awareness of and compliance with the policy and related practice;
- giving their active support to the establishment and maintenance of a safe and supportive learning environment;
- contributing to the evaluation and review of the policy and related practice;
- assisting in the identification of their training needs; and
- reporting their concerns in respect of student welfare, and Child Protection issues.

**Parents/carers** of students at this school have a responsibility for:

- supporting the school policy and its related practices;
- giving their active support to the establishment and maintenance of a safe and supportive learning environment;
- working with the school to resolve difficulties;
- reporting their concerns in respect of student welfare, and Child Protection issues.

**The local communities** of Chilton and Kirk Merrington and the wider community have a responsibility for:

- reporting incidents which compromise the school's intention to be a good neighbour; and
- remaining alert to circumstances in which students may be harmed.

**The Governing Body** of this school is responsible for:

- ensuring their support for the establishment and maintenance of a safe and supportive learning environment, and allocating appropriate resources towards it;
- ensuring that the policy and related practices reflect current professional advice and that of the CSA;
- providing the Headteacher with guidance on specific matters relating to the policy and practice;
- ensuring that the policy and related practices are published and communicated to stakeholders; and

- ensuring that the policy and related practices are implemented, monitored, evaluated and regularly reviewed.

**Durham CSA is responsible for:**

- providing support, guidance, advice, and information to school in respect of supporting students and managing their behaviour;
- monitoring school practice in respect of supporting students and managing their behaviour;
- facilitating opportunities for training; and
- liaising with other agencies to address student welfare, and Child Protection issues.

*ENTITLEMENTS*

**Students** at this school are entitled to:

- opportunities to develop self-worth through gaining success and accepting responsibility;
- opportunities to develop self-discipline;
- a school ethos which is flexible, tolerant, and forgiving and allows students to be treated as individuals;
- an ordered, calm, caring, and consistent structured environment in which personal growth can be nurtured;
- experience fair and equal treatment;
- treatment from staff member to staff member and between staff groups which displays consistency;
- knowledge of the rules, routines and expectations of the school;
- participate, as appropriate, in the development and continued review of the school's policy and practice in respect of behaviour;
- receive praise and reward for positive achievements;
- access support mechanisms in the school;
- positive role models to emulate;
- access to, and understanding of complaint procedures; and
- have any grievance listened to with impartiality; dealt with efficiently and with integrity; and, where appropriate, referred to an independent agency.

**Staff** are entitled to:

- a safe and supportive environment in which effective teaching, and student support can take place;
- participate actively in the development and review of this policy and practice;
- access to training;
- advice and support from senior colleagues, and where appropriate visiting consultant professionals;
- take action to report malpractice with impunity; and
- induction and regular supervision to discuss this policy.

**Parents/carers** of students at this school are entitled to:

- be regularly and actively involved in the education of their children;

- involvement in seeking constructive solutions to problems involving their children;
- regular contact with school staff; and
- information about the school's behaviour policy and practice.

**The local community** of Chilton and Kirk Merrington and the wider community has an entitlement to:

- consideration and respect from school staff and students;
- the cooperation of the school in matters which effect it; and
- to make representations to the school.

**The Governing Body** is entitled to:

- guidance from the CSA on policy and practice issues
- be kept informed of both general and specific developments within the school in respect of the support of students and the management of their behaviour
- support from the CSA, school staff, and parents in implementing the policy

**Durham CSA** is entitled to:

- expect the school to respond appropriately to the needs of its students;
- be kept informed of specific and general developments at the school in relation to both the support and management of individual students and the school student population as a whole;
- monitor the implementation of this policy and practice; and
- provide the Governing Body and Headteacher with relevant guidance.

## **REVIEW**

The effectiveness of this policy and its accompanying practice documents will be constantly monitored and evaluated. The policy and practice will be reviewed at least annually.

Councillor G Porter, Chair of Governors  
PM Jonson, Headteacher

Latest revision  
June 2006

# **PRACTICE..... *the framework***

*Students with social, emotional and behavioural difficulties have had largely negative experiences of schools, and the majority of staff within them. They may not own education as theirs. Their ability to initiate and sustain relationships is likely to be poor. This school needs to interrupt this negativity.*

*The framework for supporting and managing student behaviour is comprised of three elements:*

- *the structured environment ...established within the school's routines, code of conduct, and classroom rules*
- *the ethos ... established within the school's academic, social curriculum and personal tutorials*

*which when combined allow*

- *the milieu ... the totality of supportive interactions between staff and students.*

*It is the quality of these interactions that has a dynamic influence on how new students are able to join successfully the established group of staff and students and existing students thrive within it. The higher the degree of ownership there is among staff in maintaining the structured environment, and implementing the ethos, the more effective the milieu will become.*

## **❖ ROUTINES**

## **❖ CODE of CONDUCT**

## **❖ CLASSROOM RULES**

## **❖ ACADEMIC CURRICULUM**

## **❖ SOCIAL CURRICULUM**

## **❖ PERSONAL TUTORIALS**

## **❖ THE MILIEU**

## ROUTINES

The most explicit feature of the school's structured environment is its routines. A routine is a fixed order of doing something, and serves as a regulator. Valid routines contribute greatly to the smooth running of the school in general and specific activities in particular. Students thrive emotionally on the security, which results from the consistency of well established routines.

Teaching new students the routines of the school should be more a matter of communication and instruction than one of control. Students should have their initial understanding of the routines checked. New students should also be particularly praised when following routines, and all students should on occasion have their observations of routines positively reinforced.

The routines of the school are:

- 06.00            The school building is opened to cleaners and alarms deactivated.
- 07.30            Sleeping-in staff disengage living unit alarms. The Headteacher collects any overnight recording. Students are woken with a discrete knock on the door. Those who the previous evening have asked to lay in for a while are be allowed to do so. As a matter of course, staff entering students' rooms should always knock first.
- 08.00            All students are expected to have risen by this time. Tea, coffee and toast are available for those wishing to have a light breakfast before the main meal in the school dining room. Beds should be made, showering or washing and general hygiene routines should be completed, and bedrooms and bathrooms tidied before assembling in the common room.
- The Headteacher gives a verbal handover to the Head of Student Support.
- 08.15            The Head of Student Support gives a verbal handover to LSSAs starting work.
- 08.30            All resident students cross to the school for breakfast in Le Café. They are accompanied by the resident staff on duty. After breakfast students join day and extended day students in pre-school social activities.
- Day and extended day students begin arriving at school. Staff on duty should greet them positively, and explain what pre-school activities will be taking place. Le Café will be open serving breakfast, and games room, library, common room, and hub forum will be available for student use. Staff allocated to supervise these and outside areas should do so actively, and seek to engage students positively.
- 08.40            Teaching staff arrive, familiarise themselves with records, messages, and any alterations to routines and timetables, and ensure they are ready for the first lesson.
- 08.50            Teaching staff should leave the staffroom and 'meet and greet' students. Teachers should particularly seek to 'meet and greet' students from their tutor group.

- 08.55 Members of the Leadership Team base themselves in the hub. The bell will sound. Students, teachers and learning & student support staff allocated to the first lesson should make their way to the hub. All staff should quietly encourage students to make their way there.
- After a brief welcome and information giving by a member of the Leadership Team, students will be dismissed to first lesson class by class. Their teachers and learning & student support staff should accompany them ensuring the journey is orderly. Teachers should be fully prepared so that they can accompany their group to class.
- 09.00 First lesson begins.
- 09.50 First lesson ends and second lesson begins.
- Teachers should have regard only to the classroom clock to end lessons.
- Where teachers and students have to change classrooms the move should be managed promptly and effectively. All staff should supervise the lesson change carefully, and actively seek to ensure a smooth transition.
- The learning & student support staff should accompany Key Stage 3 students on the journey if it necessitates changing classroom wings.
- 10.40 Second lesson ends and morning break begins.
- The Duty Manager should be based in the hub. Members of the Leadership and Management Teams on duty should actively engage students.
- Staff on duty should go promptly to the areas they are timetabled to supervise and engage students.
- Students should be encouraged to engage in meaningful pursuits of either an active or passive nature.
- Le Café will be open for snacks, and also as an area where students can socialise and play games like chess, draughts, cards or dominoes.
- 11.00 The end of break will be signalled by the school bell. Staff on duty at break time should quietly encourage students to go to class.
- After break teachers and learning and student support staff should be at their classrooms promptly and be prepared to meet their new class groups.
- Third lesson begins.
- 11.50 Third lesson ends and fourth lesson begins.

- 12.40 Fourth lesson ends and lunchtime begins.
- The Duty Manager should be in Le Café promptly. Staff on lunch duty should make their way to Le Café or the area they are timetabled to supervise promptly.
- Teachers should hand over important information to the Duty Manager.
- Staff on duty in Le Café should wherever possible seek to sit with students.
- During meals staff should seek to support the Duty Manager in maintaining an orderly and relaxed environment.
- Whilst the meal is self-service students should be encouraged to try all types of food, but particular dislikes should be respected. Over-eaters should be encouraged to take smaller portions. Whilst students should be encouraged to clear their plates, undue pressure should be avoided. Staff should take no larger portions than students. When staff or students have finished their meal they should clear their own crockery and cutlery away.
- A range of activities, indoor and outdoor, active and passive, formal and informal, large and small group should be organised throughout the lunchtime.
- Restrictions on the use of the grounds should be exercised after excessive rain. If the weather is inclement it is at the discretion of the Leadership Team member on duty if a totally indoor break is taken.
- The Duty Manager should play an active role throughout lunchtime.
- Le Café will be open for dining until 13.20.
- 13.25 The school bell will sound. Students should quickly make their way to the hub via cloakrooms if necessary. All staff should quietly encourage students to make their way there.
- Teachers and learning & student support staff allocated to the fifth lesson should also make their way to the hub, and should be prepared, so that they can accompany their group to class.
- 13.30 After a brief resume of lunch time activities the Leadership Team member on duty dismisses students to classes.
- Fifth lesson begins.
- 14.00 Fifth lesson ends and sixth lesson begins.
- 14.45 Sixth lesson ends and seventh lesson begins.
- 15.30 Seventh lesson ends. The end of the school day.

Day students make their way to the hub to await transport home.

Learning and student support and residential staff working in the evening, resident and extended day students make their way to the common room for snack, a brief meeting with the evening manager, and details of the evenings activities.

Teachers make their way to the staffroom for a brief handover of information to the Duty Manager, and complete records as necessary.

15.45 Teachers undertaking Additional Duties go to the Common Room.

Staff and students are dismissed to the First Activity Period.

During this period the evening manager should ensure that students are attending their chosen activities. If it is necessary for them to leave the hub, or they are playing the lead role in a well chosen activity they should allocate a member of staff to take overall supervisory duties.

Whenever staffing levels permit the living units will be left open.

Staff neither on duty nor attending a meeting may depart school.

17.00 First Activity Period ends and tea commences in Le Café.

The evening manager should be in Le Café promptly. Staff and students should make their way to Le Café. Staff should wherever possible seek to sit with students.

During tea staff should seek to support the Duty Manager in maintaining an orderly and relaxed environment.

Whilst the meal is self-service students should be encouraged to try all types of food, but particular dislikes should be respected. Over-eaters should be encouraged to take smaller portions. Whilst students should be encouraged to clear their plates, undue pressure should be avoided. Staff should take no larger portions than students. When staff or students have finished their meal they should clear their own crockery and cutlery away.

17.30 The Duty Manager and students make their way to the common room to discuss activities for the remainder of the evening.

Other staff have a break.

17.45 Staff join the Duty Manager and students in the common room. The Duty Manager dismisses staff and students to the Second Activity Period.

18.45 Second Activity Period ends and the Third Activity Period begins.

- 19.30 Third Activity Period ends and all staff and students assemble in the common room. The Duty Manager summarises the evening, seeking to praise achievement and endeavour.
- S/he dismisses extended day students to taxis as they arrive, and resident students and staff to the living units in an orderly manner.
- Members of staff should be allocated to supervise the hub and forecourt.
- Staff not working on the living unit should ensure the staffroom and student social areas are tidy, complete records, and handover to the Duty Manager.
- 19.45 Staff not working on the living units leave and the Duty Manager alarms the school.
- All resident students normally have retired to the living unit. Special activities, particularly in the summer months may extend beyond this time.
- 19.45-21.30 Student shower or wash and change for bed.
- Students and staff engage in a range of activities.
- Phone calls home are made.
- Hot and/or cold drinks, a light supper, and fresh fruits are available.
- Any prescribed medication is administered.
- 2130-22.00 All students clean teeth and make final preparations for bed. Those wishing to retire at this time may do so. Others are quietly engaged in their own rooms or within the common or quiet rooms.
- 22.00 Lights out under normal circumstances although this is not prescriptive. If, for example, an enjoyable TV programme finishes at say 10.40 and students have been clearly watching it, they are allowed to see its end.
- Diaries and any other recording are completed.
- 23.00 Staff who are not sleeping-in leave.
- Sleeping-in staff set door alarms.

## **CODE of CONDUCT**

All institutions, and schools are no exceptions, have rules which seek to manage how people behave. In general these reflect the values and norms of society. Some school rules are specified by the CSA as the body legally responsible for education. Rules in respect of safety procedures, or for notifying attendance, are examples. As schools all seek to reflect those norms and values of society it could be expected that within any age phase all schools should have similar rules. By and large this is the case. Schools differ in the importance they attach to some rules and the way these are conveyed and implemented.

Schools also differ in how detailed their expectations are, and also how they are described. Some schools have "rules", and others have "codes of conduct", "expectations", "resolutions", or "guidelines". Rules are usually the most prescriptive format used.

Whilst terminology may not appear crucial, it is of fundamental importance that staff are comfortable with whatever phraseology is used. Windlestone has both a code of conduct and a brief set of rules which apply to all classrooms.

The code of conduct is "Respect". Respect for ourselves, respect for each other, respect for visitors, respect for the building and grounds, and respect for school equipment.

The code of conduct of the school is for staff and students and is embodied in its CHARTER. The Charter effectively reflects the need to have regard for the rights and property of others and the treatment of others as you would expect to be treated. As is evident from its graphical presentation the salience of the Charter is respect, the school code of conduct.

It would appear apt that the more difficulties students have in demonstrating appropriate behaviour, the greater the need for detailed and unambiguous expectations. However, at Windlestone the emphasis is not just on achieving an ordered, calm, caring, and consistent structured school environment, but also on self controlled behaviour and a subsequent generalisation of behaviour to environments beyond school and beyond school staff.

The way in which the Charter is communicated to students is crucial to the success of its intended outcomes. The Charter, its content, and fundamentally the rationale for the content, must be conveyed both formally in all lessons not just PSHE within the school day, and during interactions between staff and students during the social day.

The Charter should be displayed in all communal rooms for staff as well as students.

# The Windlestone Charter

- **O**ur **R** Windlestone is a community where it is safe to grow and make mistakes.
- Windlestone **E** is a place where everyone tries to be friendly and considerate.
- At Windlestone under**S**tanding that others can be hurt by what we say and do is important.
- At Windlestone lessons are im**P**ortant so we try to do our best.
- At Windlestone we take care of oth**E**r people's property as well as our own.
- At Windlestone we try to be in the right pla**C**e at the right time.
- Windlestone is where there is always someone to lis**T**en about the good and the bad things.

## CLASSROOM RULES

Classroom management and teaching methods are an important factor in students' behaviour. The classroom environment gives clear messages to students about the extent to which they and their efforts are valued:

- relationships between teacher and students,
- strategies for encouraging good behaviour,
- arrangements of furniture,
- access to resources, and
- the quality of classroom displays

all have an impact on the way students behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the students to work in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and student to avoid resentment.

Classroom rules and procedures should be designed to make clear to students how they can achieve acceptable standards of behaviour. Rules and procedures should:

- be kept to a necessary minimum,
- be positively stated, telling the children what to do rather than what not to do,
- actively encourage everyone involved to take part in their development,
- have a clear rationale, made explicit to all,
- be consistently applied and enforced, and
- promote the idea that every member of the school has responsibilities towards the whole.

Although teachers may create additional rules for their own classroom as long as they reflect school policy and practice in supporting students and managing their behaviour staff should:

- agree additional rules with colleagues who use the same classroom, and
- be aware that rules will not be adhered to if there are too many

## **The Windlestone Dozen**

1. be on time to lessons
2. enter classrooms quietly
3. hang up any outside coats or jackets on coat hooks and put away gloves
4. sit where asked to by staff
5. do not wear personal headphones or have mobile phones turned on
6. listen quietly when the teacher is talking to the class
7. use appropriate and polite language and talk quietly
8. allow everyone to work
9. keep on task and do not disrupt the learning of others
10. do not leave a lesson without permission
11. write down your lesson marks on your mark sheet
12. leave in an orderly manner when told to by the teacher

These rules should be displayed in every classroom. They will only acquire acceptance by students if all teachers adhere to the following:

- Students should be quietly reminded of minor infringements of these rules.
- Repeated infringements of these rules should be reflected in lesson marks.
- The consequences of persistent non-adherence to these rules should be clearly but sensitively explained to offending students.
- Students who continue to infringe these rules should be sanctioned.

## ACADEMIC CURRICULUM

Success in the classroom generalises to success in other areas of the student's life. Many Windlestone students have already experienced academic failure and with it the accompanying loss of self esteem and confidence. Research points very clearly to the meshing that exists between behaviour problems and learning difficulties or under achievement. Many Windlestone students, for example, have low self esteems, poor basic skills, often exhibit poor orientation to classroom activity, and lack ownership of education for themselves. They frequently view the classroom as an environment which only serves to reinforce their poor views of themselves.

Through experiencing academic success students' self worth can be enhanced. As students have positive experiences within the classroom their views on education itself will become increasingly positive.

At Windlestone the promotion in all students of appropriate and sustained self change is held in high regard. It is consequently important that students derive satisfaction and pleasure from completing their class work and making progress which reflects their potential. This involves ensuring that students value learning for its own sake. If this is achieved then students will be less likely to disrupt the learning environment because of its value to them.

Academically skilled students demonstrate:

- a willingness to come to the learning task and start work promptly,
- evidence of motivation,
- sustained on task behaviour,
- independence as a learner,
- the ability to make informed choices and set their own goals,
- an ability to find and organise their own equipment,
- a willingness to evaluate, self analyse and assess,
- clear pride in work production and quality,
- the ability to give and receive praise and reinforcement,
- the development of an inquiring mind,
- the ability to listen and question,
- confidence in requesting assistance where necessary,
- that they can contribute ideas,
- creativity,
- measured progress through a range of assessment procedures,
- appreciation of and respect for classroom equipment,
- an awareness of the need for safety, and
- respect for themselves, other learners, and teachers.

Modified, these make good targets for students and could form the basis for agreed targets for IEPs and SSPs.

## ORGANISATION AND PLANNING

Good teachers continually reward academic success and appropriate behaviour. This feedback confirms the appropriateness of behaviour and encourages repetition leading to increased success and motivation. However, teachers need to have organised their classrooms carefully and planned lessons precisely to provide the ideal classroom environment.

This is most likely to be achieved if,

- teaching reflects careful planning,
- equipment and materials are at hand,
- work tasks and activities are at a challenging but achievable level,
- students experience more success and subsequent praise than failure,
- students are rewarded for their efforts and small achievements,
- students work in a warm welcoming environment, and
- students, and their contributions are valued.

### *TEACHER ATTITUDE*

Students' experience of the curriculum is not just limited to its content. Students' experience, views and opinions will take account of other factors such as relationship with the teacher and the method and richness of curriculum delivery. Many Windlestone students have had previously poor school experiences and it is vital to the growth of appropriate and sustained self change that their more negative views of adults are interrupted. This can most easily be achieved by:

- showing a positive attitude and enthusiasm for the subject,
- presenting a planned instructional approach,
- having the ability to be flexible,
- maintaining consistency and fairness,
- showing understanding, and
- using a variety of teaching styles.

### *CLASSROOM MANAGEMENT*

Good preparation and planning, and projecting a proactive approach will limit the frequency, duration and intensity of poor student behaviour.

However, because of:

- the volatile nature of some Windlestone students,
- their past poor experiences of schools and adults, and
- their personal and social difficulties

there will be occasions when students' behaviour challenges the teacher and the safety and security of the classroom learning environment.

There is no proven practice, method or technique guaranteed to produce appropriate student behaviour. Teachers must develop their own management systems, largely through trial and error, based on their and experience and the school's values and philosophy.

However, the following suggestions, whilst not a promise of workable solutions, may make teaching an easier, more rewarding and less stressful:

- make the classroom an attractive and welcoming environment,
- do not allow a class group to enter the room before the previous one has left,
- determine seating arrangements if problems are perceived,
- wait for quiet before beginning teaching,
- establish lesson aims and objectives as soon as possible,
- develop peripheral vision,
- develop non-verbal cues,
- do not allow minor misdemeanours to develop into big issues,
- do not get trapped into circular arguments,
- establish classroom routines, with explicit limits,
- permit only purposeful out of seat behaviour,
- develop de-escalation skills,
- develop conferencing and negotiating skills,
- address students by their forenames,
- be alert to illness, emotional upset and peer disputes,
- be polite and sensitive,
- do not view students misconduct as a personal confrontation,
- move around the classroom, don't adopt a static position,
- insist students signal before asking questions, talk, or seek attention,
- outline antecedent and behavioural consequence,
- plan surprise class rewards,
- develop after class procedures,
- talk quietly but use changes of tone,
- avoid getting into will power struggles,
- anticipate problems,
- avoid references to the past,
- establish the end of the lesson clearly, and
- send students to their next lesson in an orderly manner.

## **SOCIAL CURRICULUM**

The social curriculum supports the social development of students. Opportunities at Windlestone to support the social development of students are not restricted to 'lesson time'. The Extended Day is an ideal environment for students to improve their social skills actively supported by the staff group.

Many of the students referred to Windlestone have difficulties because they have not learned those essential skills necessary for good social interactions. Our student's social difficulties are exacerbated when compounded by other emotional or cognitive problems. Most children learn social behaviour by imitation. Their subsequent repetitions induce positive reinforcement and encouragement to maintain the behaviour.

That some Windlestone students have not learned the skills for good social interaction because:

- they have not had appropriate role models; or
- their behaviour may not have been acknowledged;

indicates that a laissez faire approach to the social curriculum is unsatisfactory.

Those students who do not acquire appropriate skills are, on leaving the school community, at risk of social isolation, social neglect, social derision, and a loss of self esteem. Whilst a socially skilled student is likely to be a personally well adjusted one, a social de-skilled student is rarely likely to evidence personal adjustment.

The approach to improving individual students' social relationship skills within the social curriculum recognises that social development cannot be divorced from other learning experiences at Windlestone, whether they be academic, physical, recreational etc. All situations and environments within the school are appropriate to enabling students to improve their social skills.

Staff should be aware of the dynamic role they have in shaping, and modelling, student behaviour using no more than modelling and social reinforcement to maintain, extend, or extinguish behaviour.

The goals of the social curriculum are concerned with:

- the attainment of socially responsible behaviour,
- making and sustaining friendships,
- relating to adults, and
- gaining and maintaining group membership.

Establishing IEPs and Extended Student Support Plans (SSPs) are ideal opportunities for setting specific objectives within the social curriculum.

## *ATTAINING SOCIALLY RESPONSIBLE BEHAVIOUR*

Socially skilled students will have learned to:

- identify personal characteristics needed for acceptance;
- behave appropriately in public;
- respect the rights and property of others;
- acknowledge and follow instructions and rules;
- understand the impact of their behaviour on others;
- understand social rules that fall within and outside the law and custom;
- understand differing cultural values;
- understand the effect of racial, religious and gender discrimination; and
- respect the needs of the aged and handicapped.

## *MAKING AND SUSTAINING FRIENDSHIPS*

Socially skilled students will have learned to:

- initiate interactions by listening and speaking properly;
- give and receive positive non-verbal feedback;
- join and interrupt conversations appropriately;
- share and compromise;
- handle name-calling and teasing;
- say "no" to stay out of trouble and send an ignoring message;
- establish enduring relationships; and
- appreciate, tolerate and accept differences and different points of view.

## *RELATING TO ADULTS*

Socially skilled students will have learned to:

- value the experience of adults;
- listen to and act upon adults' guidance;
- accept appropriate positive feedback and critical advice from adults;
- accept the differing boundaries that apply to adults compared to students;
- adjust to a range of situations, with a variety of adults with different interests; and
- understand and show role relationship adaptability with adults, including having the confidence to be assertive when appropriate.

## *GAINING AND MAINTAINING GROUP MEMBERSHIP*

Socially skilled students will have learned to:

- accept the need for conformity to group norms;
- participate in group discussion and argument;
- defend themselves and their rights when appropriate;
- be aware that membership of some groups is exclusive and consequently accept the appropriateness of rejection from them;
- accept a fair share of group tasks; and
- understand the need for a loss of a degree of personal autonomy to gain access to groups.

## PERSONAL TUTORIALS

Individual students are productively engaged to solve or cope with their own problems and/or difficulties using a variety of methods taken from a range of sources within Personal Tutorials. Personal Tutorials stress students' responsibility for their own behaviour, and their ability to exercise self-control. The aims of personal tutorials are to:

- allow students access to individual staff time;
- enable students to be as open in discussion as they wish;
- help students solve their current problems/difficulties;
- improve students' ability to cope with future problems/difficulties;
- develop new and increasingly better ways of solving and coping with problems or difficulties;
- encourage self-control.

There are three fundamentals to personal tutorials:

1. The focus of the Personal Tutorial is a self-defined problem or difficulty disclosed within the personal tutorial discussion, not a member of staff's assessment of what the problem/difficulty is. Some students may need encouraging into openness. When students disclose problems or difficulties they tend to do so in terms of real situations, such as school or family life. They rarely talk in abstract terms.
2. It is important that any knowledge, skill, or ideas resulting from personal tutorials can subsequently be applied to a variety of personal problems or difficulties.
3. Personal Tutorials are not theoretic in nature. They owe no particular allegiance to any theoretic perspective on human behaviour, or support exclusively any particular school of thought. Activities employed in Personal Tutorials achieve validity if they make sense to those using them, they work, are humanistic in character, and stress the worthiness of individuals.

The problem solving approach of personal tutorials dictates that a systematic framework based upon:

- assessment..... finding out about the problem,
- setting objectives..... deciding upon a course of action,
- learning procedures.....gaining the ability to carry out the action, and
- evaluation..... checking the results,

complements staff skills in engaging students in open discussion.

## *ASSESSMENT*

Solving a problem necessitates finding out as much about it as is possible. Assessment within the Personal Tutorial is neither that which is clinically detached nor is it about precise observation or measurement. It is about the student and the member of staff agreeing and being involved in a process of assessment together. Its purposes are:

- to define and describe personal problems or difficulties with precision;
- to list personal strengths, from which solutions can be created; and
- to enable action prioritising to occur.

Useful aids to assessment include sentence completion, brainstorming, checklists, card sorts, ranking, perception scales, pattern notes, projective techniques, observation, life lines, personal diaries.

## *SETTING OBJECTIVES*

Sometimes objectives which students may wish to set for themselves become obvious during assessment. More frequently it will be necessary to agree objectives so that:

- they can be determined in a form that will enable subsequent appropriate action to be taken;
- an overall aim may be tackled in a series of smaller steps;
- a series of tasks is ranked, for example in time allocated to achieving them;
- a pattern and purpose is given to subsequent learning;
- students have mechanisms for monitoring their own progress;
- students are assisted in setting attainable targets.

Personal objectives should be written down, specific, unambiguous, time related e.g. short, long-term or permanent, flexible or provisional.

Useful aids to setting objectives include establishing profiles sentence completion checklists of specimen objectives personal counselling, individual learning contracts, matrices, wall charts, ladder scales, brainstorming, pattern notes, and class marks.

## *LEARNING PROCEDURES*

Learning takes place during all four stages of the Personal Tutorial, and obviously outside it too. Indeed the processes of assessment and establishing objectives may determine that learning should take place in a different forum from the Personal Tutorial. Learning involves:

- finding new information;
- thinking in new ways;
- changes in attitude or emotion; and
- skill(s) development.

Useful aids to learning include direct learning, handouts, personal counselling, trust exercises, role play, problem solving, social skill training, modelling, simulation, approximation, shaping, counter-conditioning, and positive reinforcement.

## *EVALUATION*

Evaluation should not be considered the final stage of the problem solving process. Evaluation is a feature which should occur throughout the process. The main purposes of evaluation are to:

- enable students to check their progress towards solving their personal problems/difficulties;
- enable students to evaluate the effectiveness of newly learned strategies and skills; and
- provide feedback to staff on the content and efficacy of programmes.

Useful aids to evaluation include logs, personal diaries, questionnaires, observation, rating scales, the mark scheme, structured and unstructured interview.

## *CORE SKILLS*

The range of techniques that could be employed are too numerous for any individual to master. In practice individuals become adept at using a few techniques, have knowledge of some and can access information about others. However there are a number of core skills which are crucial to the personal tutorial that all staff members must seek to acquire. These core skills relate to staff being able to convey empathy, respect and acceptance. Their acquisition is difficult and often a lengthy process, nonetheless there are a range of complementary process skills which will assist staff in encouraging students into dialogue. These latter skills concern staff posture, the ability to listen, encouragement of students into dialogue, and conveyance of understanding.

These core skills are those staff need to employ on occasions when students are preparing to disclose sensitive information that may relate to abuse.

## *POSTURE*

Body posture plays a significant part in interpersonal communication. It can either support or deny that which is communicated by words. To enable students to know that they are being actively attended to:

- adopt an open, non-defensive position;
- lean slightly towards the student;
- maintain good contact;
- stay relaxed;
- arrange seating so that facial and eye contact can be maintained.

## *LISTENING*

Within the personal tutorial the skill of listening is very important. Listening involves more than just hearing what others say. It includes responding in such a way that understanding is evident. Listening is active and includes:

- paying attention to the student;
- interpreting the student's posture, gesture, facial and voice cues;
- understanding what students are thinking and feeling;
- communicating to students that you either understand or are trying to understand.

## *ENCOURAGEMENT OF STUDENTS INTO DIALOGUE*

Within the personal tutorial staff must be careful not to dominate conversations. Indeed it is important that the student is engaged in dialogue. It helps to encourage dialogue if:

- sentences are kept short;
- the student is expected to reply;
- the student is given a chance to reply;
- frequent non-verbal feedback is given;
- periods of silence are not broken too prematurely;
- open questions are used.

## *CONVEYANCE OF UNDERSTANDING*

Conveying understanding is the means by which a climate of support is engendered and trust between student and tutor gained. It is the most crucial of skills, and central to the process of all interpersonal communication. It helps to communicate understanding if:

- plain and easily understood language is used;
- voice tone and the manner of responses is congruent to the student's;
- time is taken to reflect;
- responses are frequent and not delivered all at once;
- clarification is sought when issues are unclear; and
- affirmation is sought to confirm understanding.

The following behaviours do not contribute towards a climate of mutual trust and respect within the personal tutorial, and should be avoided:

- pretending to understand,
- using clichés,
- parroting,
- giving an inappropriate minimal response,
- ignoring what is said,
- being long-winded,
- being judgmental,
- misinterpreting advice giving as understanding,
- making patronising or condescending responses,
- becoming defensive, and
- interpreting.

## MILIEU

The school's milieu, the interactions between staff and students, is essentially a nurturing one in which students' intrapersonal, interpersonal and social skills develop and barriers to learning are alleviated. The quality of the interactions has a dynamic influence on how new students are able to join successfully the established group of staff and students and existing students thrive within it.

Staff have a crucial role in establishing a supportive milieu in which students feel valued, are listened to, and treated with dignity despite their behaviour. Their past experiences have often had an extraordinarily damaging effect on:

- their self-concept,
- view of adults, and
- their ability to be accepted by others and make and sustain appropriate interpersonal and group relationships.

The following matrix seeks to explain the constituent parts of the milieu. Staff must acquire cognisance of their vital role in it at all times, and be aware of the potential of even the briefest of interactions to students' emotional well-being.

OBJECTIVE	MEANS OF ACHIEVEMENT	SOME EXAMPLES
<p><b>To provide experiences to improve students self-concept.</b></p>	<p>The range of experiences provided which enables students to attain an understanding of themselves so that they will be able to identify a sense of body awareness, interests, abilities, emotions, personal needs, and physiological developments.</p>	<ul style="list-style-type: none"> <li>• praise achievement, effort and positive personal qualities.</li> <li>• notice and comment when students have done something right, or haven't done what they usually do wrong.</li> <li>• Recognise even small improvements – do not wait for perfection.</li> <li>• encourage students to compare their efforts and achievements with their own abilities rather than those of others.</li> </ul>
	<p>The range of experiences provided which enables students to obtain positive self-concept and confidence by expressing feelings of self-worth, understanding how others see them, accepting criticism, developing self-confidence.</p>	<ul style="list-style-type: none"> <li>• ignore minor negative behaviour and comment upon the positive behaviour you have identified.</li> <li>• where students do something wrong, remind them of all the good behaviour that has preceded it</li> <li>• do not show prejudice towards anyone</li> </ul>
	<p>The range of experiences provided which enables students to accept increasing responsibility by: allowing students to act without supervision, being accountable for their own actions and decision, providing a graded schedule of opportunities to practise responsibility for themselves, others and materials.</p>	<ul style="list-style-type: none"> <li>• for positive attribute.</li> <li>• always refer to students by their first name.</li> <li>• give students progressively more difficult work to do</li> <li>• avoid giving simple work for ease of containment.</li> <li>• encourage students to try new experiences</li> <li>• encourage students to describe how they feel</li> </ul>

OBJECTIVE	MEANS OF ACHIEVEMENT	SOME EXAMPLES
<p><b>To provide experiences to contradict student's views of adults as lacking concern, reliability, and friendliness.</b></p>	The establishment of the vital relationship between the student and all members of the coordinating team	<ul style="list-style-type: none"> <li>apologise when wrong, be punctual, dress appropriately, talk to students as you would wish to be spoken to. Use positive body language and tone of voice.</li> </ul>
	The provision of a learning climate throughout the school which shows a positive attitude	<ul style="list-style-type: none"> <li>notice students' new clothes or hair cuts</li> </ul>
	The provision of a learning climate throughout the school which presents a planned instructional approach	<ul style="list-style-type: none"> <li>follow routines, do what you say you will do, follow agreed practices; do not allow your own mood swings to affect your behaviour towards students. Do not favour or discriminate.</li> </ul>
	The provision of a learning climate throughout the school which has the ability to be flexible	<ul style="list-style-type: none"> <li>be punctual, fair and stick to your word. Keeping students safe from bullying, put downs and any form of harassment etc.</li> </ul>
	The provision of a learning climate throughout the school which maintains consistency	<ul style="list-style-type: none"> <li>find out students' likes and dislikes, strengths, weaknesses, family background, sense of humour and interests</li> </ul>
	The provision of a learning climate throughout the school which shows understanding	<ul style="list-style-type: none"> <li>do not allow rule-breaking, or turn a blind-eye, etc. Tell students you are enforcing them, rather than saying nothing and merely reporting them on an MIR.</li> </ul>
	Staff being reliable, dependable and trustworthy	<ul style="list-style-type: none"> <li>be aware of your body language.</li> </ul>
	Staff being worthy, dignified and possessing integrity	<ul style="list-style-type: none"> <li>never mock or use sarcasm</li> </ul>
	Staff being capable of coping with a range of events in all settings	<ul style="list-style-type: none"> <li>avoid personal criticism in public, if possible.</li> </ul>
	Staff regarding students as capable individuals	<ul style="list-style-type: none"> <li>knock on doors before entering.</li> </ul>
	Staff not directing peer pressure when misbehaviour when the matter can be better handled gently and privately	<ul style="list-style-type: none"> <li>do not discuss students in front of others.</li> </ul>
	Staff creating, by proximity, an aura of personal contact with students	<ul style="list-style-type: none"> <li>address students courteously and by their first name</li> </ul>
	Staff developing non-verbal cues	<ul style="list-style-type: none"> <li>show sensitivity and caring towards students who are distressed and unhappy whatever the actual causes of eventual outcome.</li> </ul>
	Staff identifying maladaptive behaviours to students after reprimands	<ul style="list-style-type: none"> <li>make an effort to ensure that the work or activity is interesting or exciting and talk about it enthusiastically. Look for new ways to make the task exciting and interesting – be lively yourself. If appropriate, use a “carrot” or reward to get an unpleasant task done.</li> </ul>
	Staff directing a sanction to a specific person	<ul style="list-style-type: none"> <li>express disapproval of behaviour, never of the individual.</li> </ul>
Staff making mutual respect the rule for student management	<ul style="list-style-type: none"> <li>e.g. <i>“Stealing is an awful thing to do”</i> rather than <i>“You are an awful boy for stealing”</i></li> </ul>	
Staff allowing students opportunities to experience decision making and its outcomes.	<ul style="list-style-type: none"> <li>enquire about members of the family</li> </ul>	

OBJECTIVE	MEANS OF ACHIEVEMENT	SOME EXAMPLES
<p><b>To provide experiences for students to gain confidence in their ability to be accepted by others and make and sustain appropriate interpersonal and group relationships.</b></p>	<p>The provision of a range of learning experiences which will enable students to achieve socially acceptable and responsible behaviour by:</p> <ul style="list-style-type: none"> <li>• understanding character traits required for acceptance by others</li> <li>• exhibiting acceptable behaviour in public</li> <li>• developing an understanding of the rights of others</li> <li>• recognising and following instructions and rules</li> <li>• identifying personal roles in situations</li> <li>• understanding different socio-economic, cultural and ethnic values</li> <li>• understanding the impact of their behaviour on others</li> </ul>	<ul style="list-style-type: none"> <li>• seek students out at “meet &amp; greet”</li> <li>• welcome students who join a group</li> <li>• at social times do not allow students to isolate themselves unless you know of a reason why it is appropriate</li> <li>• allow students choice, as appropriate, rather than making decisions for them all the time. Allow them to take on as much as they think they can manage.</li> <li>• look for opportunities where students can be involved in decisions which affect them.</li> <li>• when giving instructions, keep them short. Check that you are not using language that students cannot understand, or which, if taken literally, will be confusing. Check students’ understanding by asking questions, and get their attention before you give instructions/speak to them etc.</li> <li>• do not reject or dismiss students because of behaviour – but having dealt with the behaviour, assume a positive working relationship with them.</li> <li>• give students another chance, and another and another – but make it clear you disapprove of the behaviour.</li> <li>• when students are in trouble ask for their version of what happened. Give students time – even if you have to delay it until later. Don’t interrupt – check that you have heard correctly.</li> <li>• after a problem always show that it is over and you bear no grudges or hard feelings towards students.</li> <li>• never refuse to have a student in your group. Start again as many times as necessary.</li> <li>• be aware of how the activity in which you are involved contributes to meeting needs of the individual/class group.</li> <li>• do not show prejudice towards anyone. be the one to mention positive attributes – look for them.</li> <li>• encourage students to try new activities and join in yourself.</li> <li>• challenge bullying do not just record it on an MIR</li> </ul>
	<p>The provision of a range of learning experiences which will enable students to develop and maintain relationships by:</p> <ul style="list-style-type: none"> <li>• knowing how to listen and respond to others</li> <li>• understanding how to make and maintain relationships</li> <li>• understanding how to establish friendships</li> </ul>	
	<p>The provision of a range of learning experiences which will enable students to communicate appropriately and effectively with others.</p>	
	<p>Staff</p> <ul style="list-style-type: none"> <li>• being personal and caring</li> <li>• avoiding references to the past</li> <li>• emphasising behaviour rather than feelings</li> <li>• being committed</li> <li>• giving positive reinforcement</li> <li>• using behavioural contracts</li> <li>• declining to accept excuses</li> <li>• declining to punish</li> <li>• not to giving up</li> </ul> <p>asking students to evaluate their own behaviour and formulate simple alternatives wherever appropriate.</p>	
<p>The regular review of students’ placement on the schools Pass Scheme</p>		

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## **PRACTICE..... *THE SYSTEMS***

An essential part of our practice is to give very clear direction of what is and what is not expected, and to reinforce by reward appropriate student behaviour and endeavour. Time can be disproportionately spent on a minority of students who present more serious behaviour problems and not enough time and encouragement given to others.

In this context the systems are very powerful. They give notice that at Windlestone positive achievement, at whatever level, will be constantly recognised and encouraged.

In using the systems staff need to evaluate whether or not a student is achieving what can be reasonably be expected of him.

- ❖ **MARK SCHEME**
- ❖ **SMILEYS**
- ❖ **MENTIONS**
- ❖ **WORK of the WEEK**
- ❖ **WEEKLY STARS**
- ❖ **END of TERM AWARDS**
- ❖ **ATTENDANCE DRAW**

## **MARK SCHEME**

The Mark Scheme is principally a classroom based tool intended to enable students to become more involved in the maintenance and development of their behaviour in class and to increase their ownership of education. Many of our students have truanted, experienced interrupted schooling, changed school frequently, had a lack of success in school, and are disaffected with schools and education on admission to Windlestone.

The Mark Scheme focuses upon social, and academic behaviour within the classroom, and the student's individual termly IEP behavioural target. At the end of each lesson teachers award a mark out of 5 for each category. They should not combine the marks. Marks should be delivered to students as, for example, two three four, or four two three. Teachers should beware of mark inflation and/or the potential for student manipulation to gain high marks. Teachers should frequently reinforce that three, three, three is a sound and indeed average mark. The criteria for awarding marks is:

### Classroom Behaviour

1. Poor, non-compliance with classroom rules
2. Unsatisfactory, needed frequent and repeated reminders to comply with classroom rules
3. Sound, complied with most classroom rules albeit with reminders
4. Good, complied with all classroom rules with only occasional reminders
5. Very good, complied with all classroom rules without a reminder

### Academic Behaviour

1. Poor, no or little effort achieving few expectations
2. Unsatisfactory, inconsistent effort and achieved only a minority of expectations
3. Sound, showed effort and achieved majority of expectations
4. Good, achieved all expectations
5. Very Good, achieved all expectations and showed initiative in extending work

### IEP Behavioural

1. Poor- repeatedly did not achieve target
2. Unsatisfactory- often did not achieve the target
3. Sound- made occasional effort to achieve the target
4. Good- achieved target with minimal support
5. Very good- achieved target throughout the lesson

If a student is present in school but did not attend any of the lesson s/he should be rated 0 in each of the three categories. If students are not present when marks are given their marks should still reflect their achievement up to the point of their departure.

Students should record their class marks on their personal weekly mark sheet at the end of the lesson. Teachers also should record student marks for each lesson on the whole school marks grid in the staff room. An LSSA is responsible for updating whole school marks grid in the hub. Teachers should have spare copies of the student weekly mark sheets so that they can facilitate their replacement when mislaid.

At the end of each week each student's marks contribute towards assigning the student a level for the next week. Student levels are not 'norm' based but are reflective and compared to the student's previous performance. Consequently two students achieving the same number of marks may not necessarily be awarded the same level. Only levels for the week are published.

The rewards of The Mark Scheme are both intrinsic and extrinsic. Praise, the recognition of achievement and personal success with a subsequent enhancement to self-worth are the scheme's real benefits. However, the Mark Scheme also:

- enables teachers to give students immediate feedback about their classroom performance;
- is a management tool for teachers within the classroom;
- enables other staff to gain an immediate overview of particular student's classroom behaviour;
- allows parents and/or carers to gain feedback about their son or daughters performance in class: and
- allows students to make judgements about their own classroom performance.

New mark sheets indicating levels and individual timetables are distributed on Monday mornings before lessons start.

The scheme's intrinsic validity and effectiveness depends on all staff, teaching or otherwise, taking a direct, frequent and full interest in students' marks.

The scheme's extrinsic qualities relate to the levels awarded. The levels and related access to privileges before school and at lunch and break times are as follows:

PIT STOP (red)	the hub
2 <sup>nd</sup> GEAR (yellow)	the hub , the games room, Le Café at morning time break, the adventure play area, learning court yard
3 <sup>rd</sup> GEAR (blue)	the hub , the games room, Le Café at morning time break, the adventure play area, learning court yard, The Henge, the football field, all-weather sports area, lunch time cinema
OVERDRIVE (green)	the hub , the games room, Le Café at morning time break, the adventure play area, learning court yard, The Henge, the football field, all-weather sports area, lunch time cinema, internet access in the learning centre, Play Station access, unsupervised access to Chilton in arrangement with the Duty Manager

These restrictions of use do not apply during the extended day.

Students on overdrive gain priority access to the range of external trips during the extended day.

An accumulative record is kept of students on the Overdrive level. At the end of term students get the equivalent number of draw tickets i.e. a student who functioned on overdrive level for five weeks would receive five tickets, whilst one who functioned on the level for nine weeks would receive nine tickets for the draw. A prize with a cash value of up to £20 is awarded to the student winning the draw.

SAMPLE MARK SHEET

- Windlestone Dozen - Windlestone Dozen - Windlestone Dozen - Windlestone Dozen - Windlestone Dozen -													
NAME:					CLASS:			W/B:		Behaviour Target:			
	1	2	3	4		5	6	7	Total				Parent Sig.
MON					LUNCH TIME								
TUE													
WED												Smilies:	
THU													
FRI							Meeting						
Respect - Respect - Respect - Respect - Respect - Respect - Respect - Respect - Respect - Respect - Respect - Respect - Respect - Respect - Respect - Respect -													
Windlestone School ..... Mark Sheet for a whole week									Level:				

## SMILEYS

Smileys is a token reinforcement system operating throughout the day. Younger and/or more socially immature students often need immediate and tangible rewards to reinforce their behaviour.

Within classrooms Smileys runs parallel to the Marks Scheme. Whereas the Mark Scheme is both intrinsic and extrinsic the Smiley system is essentially extrinsic offering student's rewards for adherence to the Windlestone Dozen.

Outside the classroom the award of a Smiley is less objective, and may be awarded for a range of positive behaviours.

The system operates on eight principles:

- the student is reinforced with a token for exceptional behaviour;
- the reinforcement by token should be as immediate as is possible;
- the token is a secondary reinforcer for a later tangible reward;
- tokens may be cashed in for tangible rewards at the convenience of students;
- the number of tokens necessary to purchase a reward is in proportion to the rewards perceived value;
- a range of rewards that students covet is available;
- rewards can be school or community based, taken in the school or social day, and involve any member of staff of the student's choosing;
- a verbal statement identifying the extraordinary behaviour earning a Smiley should accompany its issue.

There is not a fixed limit on the number of Smileys a member of staff may award in any one week. The amount awarded by individuals may vary from week to week. It is important, however, that Smileys are not devalued by unworthy over-issue by an individual member of staff.

Issuing Smileys should be accompanied by:

- verbal reinforcement of the earning behaviour,
- social reinforcement, and
- where possible the student's Mark Sheet should be inscribed with the smiley sign, and the member of staff's signature.

The written description serves as a semi-permanent reminder to the student of how the Smiley was earned. The student is able to show his mark sheet to others, including staff, students and parents/carers receiving further reinforcement. Staff issuing Smileys should also record it on the Smiley sheet within the staffroom.

A Learning and Student Support Assistant acts as the Smiley teller with whom Smileys are banked and credited to the accounts of individual students. Members of staff record the award of a Smiley on the Smiley sheet within the staffroom. The Learning and Student Support Assistant keeps a record of credits and an account of expenditure for each student. A Smiley Notice Board in the Hub updates students on information about Smiley expenditure and rewards.

Meetings are used to make students aware of how Smileys can be spent. Social day activities are also advertised during each day's morning dispersal and at lunch time. The value of rewards is determined by;

- rarity value,
- duration, and
- timing, school day rewards are more expensive than social day ones.

Smileys also have a cash value for use in Le Café at morning break time.

## MENTIONS

Mentions is a positive reinforcement system operating during the school day only. It runs parallel to the Marks Scheme and Smileys. Whereas the Smiley system is essentially just extrinsic offering student's rewards for adherence to the Windlestone Dozen; the Mark Scheme is both intrinsic and extrinsic rewarding adherence to the Windlestone Dozen, academic achievement, and the degree to which students meet their IEP behavioural target; Mentions are both intrinsic and extrinsic rewarding a range of classroom behaviours including:

- punctuality,
- consciousness of the quality of work,
- being careful with materials,
- cooperation with peers,
- cooperation with staff,
- respect for others
- accepting correction and criticism,
- completing work on time, and
- safety consciousness.

This list is neither exclusive nor does every item have to be achieved before a Mention is awarded. Teachers will rightly have subject specific behaviours they would wish to see exhibited, and the nature of the teaching and learning activity will impact on behaviour too.

However, so that consistency between teachers is achieved; the intrinsic value of a Mention is not devalued they should only be awarded if a student has:

- totally adhered to the Windlestone Dozen,
- not been the subject of a negative Major Incident Report,
- achieved very good levels of presentation (written, oral and/or practical),
- achieved his/her behaviour target,
- made progress, and
- achieved his/her literacy and numeracy target.

It will not be possible to make a judgement about whether a student is worthy of a Mention at the end of a lesson. Teachers will need time for reflection. Even if they are able to, because of the low numbers of students in a class, for example, teachers should still not tell a student of the achievement of a Mention because:

- students need to learn to accept a delay in gratification; and
- teachers must ensure the worthiness of a student for Mention so that the system is not devalued.

Each days Mentions are described in the following morning's meeting by the Headteacher. At the end of this acknowledgement of Mentions students are applauded.

Students who achieve mentions in all their lessons in a day achieve a “Hatful”. Hatfuls are recorded on Termly Reports and have a currency. They have no cash value but can be “spent” in at least groups of three on activities during the school day. The number of Hatfuls needed is determined by the activities;

- rarity value,
- expense, and
- duration.

If all in a class group gain a Mention for the same lesson, a “Mass Mention” is achieved. A Mass Mention has no extrinsic value.

## **WORK OF THE WEEK**

Work of the Week awards bears some similarities to the 'Weekly Star' system.

This celebration also takes place during the school meeting on Friday afternoons. Teachers should give their nominations to the Teaching and Learning Leader for Key Skills by lunch time of Fridays. The nomination should include:

- the student's name,
- the work, or a picture or recording of the work, and
- a brief written commentary explaining the reasons the work was chosen as work of the week.

Nominated work should:

- be of an exceptionally high standard for the student,
- have required considerable effort,
- represent a significant learning point for the student, or
- represent significant progress for the student.

The Teaching and Learning Leader for Key Skills accompanied by the Deputy Headteacher will present Work of the Week giving a short commentary on each piece of work.

Each nomination will qualify a student for an award to the value of £1. The value will be added to that of any End of Term Award. Students who do not achieve an End of Term Award will be able to "spend" the accrued value of any Work of the Week awards at the end of term.

Nominated work is displayed in the hub, and in the Headteacher's office a week later. The number of Work of the Week awards is recorded on the Termly reports sent to parents and/or carers at the end of each term.

## WEEKLY STARS

Windlestone School considers that education for citizenship is not the sole responsibility of PSHE, and that all teaching both in and outside the classroom can play a significant role in enabling students to:

- acquire the knowledge, understanding and skills that enable them to participate in society as active citizens of a democracy,
- be informed, critical, responsible and aware of their duties and rights,
- become more self-confident through learning about our economy and democratic institutions,
- engage in reflective discussion, and
- make themselves effective in life.

Secondary aged students, and boys particularly are often reluctant to experience public praise. At Windlestone it is considered important that they learn to recognise success and achievement in themselves and others, and share in its recognition.

Weekly Stars are awarded to students who have:

- shown themselves to have been particularly supportive members of the school community,
- exercised exceptional responsibility,
- volunteered for something,
- been particularly helpful to staff or other students,
- accepted special responsibility,
- engaged in reflective discussion about their behaviour,
- coped with change or disappointment,
- shown the ability to compromise and negotiate, and
- been especially considerate.

At the school meeting each Friday afternoon every member of staff nominates his/her student “Star of the Week” describing the reasons for their award.

Staff not timetabled to attend the Friday school meeting or those who know they are going to be absent from it should give their nominations to the Head of Care beforehand. Students will be informed of their nominations during the course of the meeting. These nominations are accumulated over a term and the top five are given a prize at the Award Ceremony at the end of each term.

In the School Meeting students’ nominations for Staff Star of for the Week are publicised. They are collected beforehand by a nominated LSSA.

## **ATTENDANCE DRAW**

The attendance draw is designed to encourage students to attend school and each of their lessons on time, and without absenting.

To be eligible for the draw, a student must have attended all of his lessons within the guidelines detailed above, and be present at school on the Friday of the draw.

A £25 award for clothing is given to the winning student. A member of staff will shop with the student the following week.

## END of TERM AWARDS

Most secondary schools issue certificates for high attainment and endeavour. Often the Award is made at an annual prize giving ceremony. Certificates are also often complemented by either a cash value or a prize. These features are used at Windlestone too.

At Windlestone Awards are given in recognition of achieving academic and behavioural targets. They are linked to IEPs, which describe targets agreed between students and their co-ordinating team in literacy, numeracy, and behaviour and those targets of subject teachers. The termly assessment of progress assessment is that which leads to commendation.

At the end of every term the number of commendations a student gains is computed. Commendations are acquired by teacher assessments indicating very good, good, or sound academic progress in each subject and progress towards meeting literacy, numeracy and behavioural targets.

The number of commendations together with an overall assessment of the student based upon:

- good school attendance,
- good lesson attendance,
- the number of Work of the Week Awards,
- the number of Mentions/Hatfuls of Mentions,
- the number and type of MIRS, and
- Mark Sheet levels throughout the term.

determines the level of award. The levels are bronze, silver, gold, and platinum.

Their value is sustained by:

- presenting the certificate and accompanying prize at the end of term Award Ceremony which many parents/carers attend,
- giving/sending a copy of an Award to the student's parents/carer,
- retaining the original certificate to include within the student's Progress File,
- sending a letter of commendation to the student's parents/carer, and
- displaying evidence of the Award Ceremony in the front of school.

The prizes are chosen by the students and inscribed with the date and level of Award and signed by the Headteacher. The Award System is co-ordinated by the Deputy Head teacher.

# **PRACTICE ..... INTERVENTION**

*All staff should work together at all times to encourage the maintenance of the school's systems. A quiet word or a knowing look often suffices. It is, however, the frequency of such actions which determines effectiveness.*

*Unacceptable student behaviour in the classroom is initially the responsibility of the class teacher, since it may result from learning difficulties, teaching style, inadequate resources, or student grouping which can be altered. There is a professional obligation upon teachers to examine their preparation of a lesson, classroom organisation, classroom performance.*

*Staff must avoid short-circuiting the system by passing on problems too quickly. All staff have a duty of care and must do what is reasonable in the circumstances to safeguard and promote all students' welfare. This does not indicate a lack of support, but knowledge that in the long run too early additional support will be counter-productive. Additional support will be needed if a student's rejection of the school's structure is more serious.*

## **❖ DE-ESCALATION**

## **❖ ANGER MANAGEMENT**

## **❖ REPRIMANDS**

## **❖ SANCTIONS**

## **❖ NON-RESTRICTIVE & RESTRICTIVE PHYSICAL INTERVENTION**

## DE-ESCALATION TECHNIQUES

Our students are neither as socially or personally skilled as most of their mainstream peers, and are as a consequence more likely to cope poorly with frustration, conflict, and anxiety resulting in poor judgement, a failure to anticipate the effect or consequences of their behaviour, and, on occasions, temporary losses of control.

Most experienced staff know in what situations and under what circumstances a student is likely to become a management problem. Inevitably, however, staff have different thresholds and tolerances. Moreover, because of their personal differences a degree of idiosyncrasy is likely to occur. However, the management of Windlestone students should not be dependent upon personal or spontaneous whims.

To achieve consistency it is important that all staff seek to manage the following behaviours:

disruption/chronic disobedience	vandalism/theft	bullying/harassment	fighting
violence & aggression	absenting/not being at the proper place/being missing	substance abuse	
threats and invective	impulsive/dangerous behaviour	self harm	
racial comments/religious intolerance etc	inappropriate sexual behaviour	medically related behaviour	

Staff interactions with students are crucial to limiting the frequency, duration and intensity of disruptive behaviours and to promoting behavioural growth in students. It is axiomatic that if some staff responses promote positive and appropriate behaviours in students then others inadvertently increase the likelihood of acting-out behaviour. These responses are grouped as a series of techniques.

The de-escalation techniques focus upon:

- group control,
- attitude and approach,
- non-verbal behaviour, and
- verbal behaviour.

For each factor there are ten staff de-escalating behaviours described and ten inflammatory behaviours. The lists are neither exclusive nor prescriptive. The lists are, however, an indicator of the dynamic influence staff behaviour is upon students' behaviour.

## *GROUP CONTROL*

### **DO**

- Good group control is an integral aspect of effective work with our students. If there is no order to group functioning neither individual nor group objectives can be met.
- Start and finish on time. This sends signals to students about the importance and value that you place on the activity/ lesson and makes colleagues' tasks easier.
- Be efficient. The more efficient you are the better you feel, the higher your level of confidence, and the better things are likely to go.
- Settle the group to its task with as little delay as possible.
- Clearly state the expected task which must be relevant to the ability and interest levels of the students.
- Check that you have been understood.
- Try to be clear and decisive.
- Address and resolve situations don't let them drag on or escalate without attention.
- Be alert to what is going on and ensure that your attention is distributed across the group.
- Relate to all the students in the group by verbal exchange and social reinforcers, such as eye contact and nods.
- Make use of the student management systems already in school.

### **DON'T**

- Be unclear and hurried in speech and actions
- Overreact.
- Issue complicated instructions.
- Show favouritism.
- Be inconsistent.
- Provoke by ridicule or sarcasm, or belittle effort or endeavour.
- Have inappropriate expectations.
- Send students off in numbers that will be problematic for someone else.

## *ATTITUDE AND APPROACH*

Staff members' attitudes and approach in all situations affects the quality of relationships with students. In situations of rising tension staff attitude and approach is crucial.

### **DO**

- Appear calm and collected if at all possible.
- Be clear and firm about boundaries of acceptability.
- Show a non-biased nature.
- Be prepared to listen.
- Know when the situation is in stalemate, don't create a win/lose situation without it being a calculated decision.
- Be flexible in thought and response.
- Spontaneously provide a range of roles from dominance to reflective support.
- Value people as individuals.
- Be a sensitive, objective observer who can make valid diagnoses.
- Trust others and perceive them as being able to solve their own problems.

### **DON'T**

- Be fooled into thinking you should always be able to deal with any situation.
- Expect colleagues to do without your support.
- Be insensitive.
- Be unfair or hostile.
- Use high status intervention where low status will suffice.
- Don't emphasise the situation out of all proportion.
- Allow yourself to be wound up.
- Carry on even when you know you are wrong.
- Restart the argument or incident once calm has been achieved.
- Use unnecessary peer group pressure.

## *NON-VERBAL BEHAVIOUR*

The primary reason for using and interpreting non-verbal signals is to reinforce positive behaviour quietly but frequently. Non-verbal signals can also be used to de-escalate at a very early stage, or to signal a very low status adult involvement. If these signals are sent there will usually be a response. Similarly acknowledging non-verbal signals from within the group or from an individual enables early, low status staff intervention to occur.

### **DO**

- Look at an individual when you are making an important point.
- Be aware of the signals which you give out by your body position and posture.
- Try to sit down.
- Nod your head to indicate attentiveness.
- Smile to show agreement.
- Be aware of the physical distance between yourself and others.
- Raise your eyebrows to question.
- Use hand, shoulder, and whole body gestures to support discussion and as reassurance.
- Seek signals that your message has been correctly received.

### **DON'T**

- Invade personal space.
- Use staring threatening eye contact.
- Stand over students in a threatening manner.
- Appear to lack confidence.
- Appear tense.
- Be oblivious to signals within the environment.
- Retaliate with physical gestures.
- Use inappropriate physical contact with students.
- Appear intimidated
- Remain static

## *VERBAL BEHAVIOUR*

Verbal communication is the most important skill staff have in helping students towards personal growth, and employed correctly is the most powerful de-escalation skill staff possess.

### **DO**

- Acknowledge the existence of a problem.
- Give reassurance and offer support.
- Be aware of voice quality, pitch and power. Make good use of pauses.
- Paraphrase what is being said, and check back with the student that it is accurate.
- Present facts or issues which may not be known to the student..
- Use personalisation and former relationship factors.
- Put the onus on the student to resolve the situation, pointing out consequences, offering choices, and offering alternatives. Allow the student an 'escape route'.
- Use the word 'we' in discussion and explain that the solution can be a 'together' solution.
- Offer "If I were you ..... but its up to you" scenarios, if appropriate.
- Identify the options with the student.

### **DON'T**

- Put the student in a position of no escape.
- Use destructive criticism.
- Remind the student of previous situations s/he would prefer to forget.
- Use personal details of a student in front of the group.
- Make unrealistic threats.
- Make insensitive remarks.
- Lose your temper.
- Use "You will" statements, or get involved in "You did - no I didn't" arguments.
- Argue with adults present.

## ANGER MANAGEMENT

Student aggression is the cause of many incidents of problematic behaviour. In society in general aggression is generally considered to be disruptive and often harmful and to be constrained. However, it is important to be aware that aggression which is generally a physiological response to a threat or perceived threat can be elicited in a number of ways, not all of which are considered to be negative. For example, the aggressive defence of oneself during an attack or a parent's defence of offspring is generally regarded positively rather than negatively. Also, an aggressive approach to sport is often applauded. Therefore, whether or not aggression is appropriate needs to be judged within context.

Of the different kinds of aggression which have been identified the ones which most obviously relate to students and particularly to students with emotional and behavioural difficulties are:

- Fear induced aggression - a response to a threat or perceived threat
- Irritable aggression - elicited by frustration or pain
- Inter male aggression - often exacerbated where a population is predominantly male, and linked to territorial defence
- Territorial defence - this relates to aggression, which can be evident when males invade each others territory. Aggression of this type is often exaggerated at Windlestone because of students' poor understanding of the concept of personal space.

Students with emotional and/or behavioural difficulties often have a fragile self esteem and are more likely to be sensitive to situations which are perceived to threaten this. Consequently, they are often perceived as having a 'short fuse'. Such students also often have few strategies available to manage threatening situations in alternative ways. The potential for frustration induced aggression is also clear particularly in the classroom situation and where learning difficulties are also an issue. The potential for inter male/territorial aggression within a predominantly male setting is obvious, particularly given the often poor social skills of our students where personal space etc is not considered.

The signs, signals of aggressive behaviour are easily observable.

- Facial Expressions
  - eye contact refused
  - possible dilated pupils
  - unblinking eyes
  - eyebrows raised
  - chin pushed out
- Voice
  - unusually very loud or quiet
  - breathlessness
  - through clenched teeth
  - rapid speech
- Movement
  - forward movements with aggressive gestures can signal threat

- Gesture
  - clenched fist
  - pointed finger
  - hands at face level
  - repetitive hand movements

Aggression can inadvertently be triggered by staff, and a conflict cycle established. This is likely to occur when staff understand the students' feelings but mirror their behaviour (Yell back, use sarcasm etc). Negative adult reactions inevitably escalate the conflict into a self-defeating power struggle. Such reactions usually occur when the member of staff is angry. Coping with ones own anger, staying calm, and not projecting negative signals to students in distress is facilitated by:

- Use the "**I**" expression. Starting sentences with "I" rather than "you" helps to prevent us from saying unhelpful remarks to the student. Giving the reason for our anger and identifying the underlying emotion will model how to express our anger appropriately.
- Letting off "steam" to a colleague and if necessary taking "time-out" from the situation. Trying to give oneself "thinking time", **responding rather than reacting**.
- Admitting, accepting and if possible sharing that everyone has "bad days" and "bad moods". **Positive modelling** of such feelings can help students.
- Being aware of the source of the anger. **Knowing ones triggers** helps avoid responding in anger to a student trying to provoke. It helps to be aware of what is going on and therefore enables one to better prepared to deal with it.
- Avoiding **exaggeration and over involvement**. Trying to stay objective and remembering that we are the "adults-in charge".
- **Sticking to the issue**, the rule that has been broken or the inappropriate behaviour. Not making it personal or taking it personally. Not getting into an exchange of personal insults.
- **Staying in control**. In order to help students control themselves and their emotions, one must first accept and then control ones feelings.

In a crisis situation, non-verbal and verbal de-escalation techniques should occur 95% of the time and physical intervention only 5% of the time.

### *MANAGING STUDENTS' ANGER*

Unmanaged anger often escalates into aggression. It is important that staff working with students prone to anger outbursts:

- **Remain calm**
  - the more you take it personally the worse it will get
  - avoid power struggles
  - leave students a way out
- **Acknowledge students' feelings**
  - denying and/or trivialising emotions fuels anger

- **Use solution type questions** remind students of how they have successfully coped with similar incidents.
- **Use time out** enable the student to withdraw and calm down
- **Divert attention** use a task to distract a student into a different activity
- **Encourage active relaxation** make sure anger prone students are trained in relaxation techniques.

At the height of an anger outburst it is often not possible or appropriate to verbally communicate with the student. Skilled staff can still play a dynamic role in enabling students to regain self-control. Staff should consider:

- **Posture** keep hands and palms visible and unclenched  
do not tower over a student, sit or at bend down
- **Proximity** keep up to one metre away
- **Eye contact** excessive eye contact is challenging & confrontational  
allow students to look away
- **Voice tone** speak calmly but firmly, allow students time to answer

## REPRIMANDS

Most student misbehaviour is either pre-empted or dealt with so quickly that a casual or unenlightened observer might easily fail to notice any action taken by staff. However, in any institution seeking to establish and maintain a secure, stable and caring environment for students, and particularly one where student 's self controls are often only emerging, clear limits need to be set.

Even in the most considered environments sometimes the behaviour of students is unacceptable. On such occasions it is vital that staff feel comfortable and confident in coping with challenging and difficult behaviour. Often a reprimand suffices, but sometimes staff will need to use sanctions, and occasionally controls. Whatever the intervention, it is fundamental that it is accomplished in such a manner that the respect for the individual student is not adulterated. It is the behaviour which is unacceptable not the student.

A reprimand embodies a warning aimed at stopping misbehaviour, preventing its recurrence and avoiding the need for further staff intervention. Reprimands are only effective in establishing a sound working and/or caring climate if they are used sparingly. Frequent use of verbal reprimand is likely to be regarded by students as nagging and to be ineffective. The effectiveness of reprimand used will depend on the context, but the following qualities increase the likelihood that a reprimand will be effective:-

- Correct targeting - the student reprimanded should be the one who instigated or engaged in the misbehaviour.
- Criticism of the misbehaviour not the student - the reprimand should emphasise disapproval of the act, not the student; "I don't like it when you shout across the room" is more effective and appropriate than "You're nothing but a loud mouth and a nuisance".
- Firmness - a reprimand should be clear and firm avoiding any suggestion of pleading for co-operation.
- Mutual respect - the member of staff must treat the student with respect in order for his/her disapproval to matter.
- Positive emphasis - the reprimand should be applied consistently in all situations to all students.
- Consistency - reprimands should be applied consistently.
- Additional cues - accompany the reprimand with appropriate non-verbal cues, such as eye contact, to increase the emphasis of the exchange.
- Avoidance of idle threats - if a reprimand embodies an implied threat of a sanction it should be carried out. If it cannot be carried out it should not be made.
- A quiet word - quiet and private reprimands can often be more effective than loud, public interventions.

## SANCTIONS

When a reprimand is ineffective or the misbehaviour is of a more serious nature the use of sanctions may be both necessary and desirable. The appropriate use of sanctions can have an inhibiting effect on disrupting behaviour; provide students with clear parameters regarding that which is acceptable behaviour; enable students to acquire their own value boundaries; and form a basis for relationships based upon the reciprocity of responsibility rather than power. The inappropriate use of sanctions will, however, either have no effect or actually encourage the student into misbehaviour. The use of sanctions must be very carefully considered and should not disturb the positive ethos of Windlestone.

### *GUIDELINES FOR SANCTIONS*

Staff should adhere to the following practice guidelines.

- All sanctions should be planned and their possible consequences thought through. Doubts should be discussed with a senior colleague.
- Any sanction should never be delivered in a fit of temper but rather in a calm, considered, and consistent manner.
- The sanction should if appropriate 'fit the misdemeanour' - it should be designed to allow the student to make reparation for the harm they may have done. A student damaging a display, for example, could help to repair it.
- It is essential that sanctions be aimed at the misdemeanour, not at the student.  
i.e. 'Darren, throwing stones is dangerous, somebody could get badly hurt. If you do not stop..., etc.'
- NOT 'Darren, you really are the naughtiest boy I have ever met.'
- Where sanctions are used, it should come as soon as possible after the behaviour it is intended to discourage.

### *PERMITTED SANCTIONS*

Staff should not issue sanctions outside this list, and normally should be prepared to undertake any supervision themselves:

- missing a break time to discuss their behaviour, or complete work
- missing 15 minutes of lunch time to discuss their behaviour, or complete work
- reparation tasks of up to a maximum of 30 minutes duration in response to vandalism
- undertaking the completion of class work or extra work in their own time at home
- being excluded from a chosen social activity but not the milieu for a period of up to 15 minutes
- confiscating possessions which are interrupting the safe and secure learning environment for a period of up to the end of the school day (the return of dangerous or illegal items should be negotiated with parents or carers)

Staff supervising sanctions must detail them in the sanctions book.

Discussion with and approval of a member of the Leadership or Management teams should occur before staff issue any of the following sanctions after

- being excluded from off-site activities during the extended day for a period of up to 5 days, but with daily review
- being excluded from chosen social rooms e.g. Games room for a period of up to 5 days, but with daily review
- supervision after the school day has ended for a period not exceeding 50 minutes provided that parental/carers permission has been gained

Only repeated over lateness, non-attendance from lessons, absenting, severe lesson disruption and persistent refusals to participate in lessons warrant supervision after the school day has ended.

There will be occasions when a student's behaviour has been consistently poor over an extended period. On occasions such as these discussions with parents/carers should be initiated. Case Co-ordinators should approve and co-ordinate this action.

Furthermore, there will be some occasions when a student's behaviour has been either consistently poor over an extended period and a failed to respond to intervention, or is so extraordinary that fixed term exclusion is warranted. Only the Headteacher can approve exclusion. A separate practice paper exists on exclusion.

The sanctions determined above should address the vast majority of situations. There maybe occasions, however, when a student's unpredictable behaviour is so dangerous, damaging or detrimental that intervention is necessary and physical controls can be avoided only with higher levels of supervision and support than is normal. Such an intervention must:

- be approved by two members of the Leadership or Management teams,
- be recorded in detail on a Major Incident Report,
- involve parents and/or carers and social workers being informed,
- recorded in the school 'incident book',
- be reviewed at a maximum of 15 minute intervals,
- not seek to humiliate the student, and
- remain within the philosophy of the school.

#### *SANCTIONS WHICH ARE NOT PERMITTED AT WINDLESTONE*

Students at Windlestone must never be:

- physically punished or threatened with physical punishment including corporal punishment, or hit in retaliation or anger,
- deprived of food or drink, or enforced to eat or drink,
- deprived of contact with parents/caregivers, siblings or any other adult with whom they have a significant relationship,
- deprived of meetings or telephone contact with parents/carers or other professionals including independent visitors/listeners,
- required to wear distinctive clothing, or night attire during the day,

- intentionally deprived of sleep,
- locked in a room or area of the school,
- intimately physically examined,
- have any needed aids or equipment withheld,
- denied medication or access to medical treatment, or
- fined, other than as a token of reparation.

All sanctions should be identified on the staffroom whiteboard so that all staff are aware of them and they can be recorded in the sanction book.

## **NON-RESTRICTIVE & RESTRICTIVE PHYSICAL INTERVENTION**

On occasions when de-escalation and conflict resolution techniques have failed non-restrictive and restrictive physical intervention may have to be exercised. The concept of non-restrictive and restrictive physical intervention involves ensuring that students with a high level of personal stress, a dangerous lack of self control, and a furious desire to challenge and threaten, are diverted from harming themselves, others, seriously damaging property, disruptive behaviour prejudicial to the safe and secure learning environment of the school, or are protected from the likelihood of them doing so. When no one is in control the desire to challenge and threaten often escalates. A proactive, orderly, caring and learning environment is impossible to achieve and sustain when students and adults believe they are not safe.

Non-restrictive or restrictive physical intervention is usually used reactively or in an emergency. Occasionally non-restrictive or restrictive physical intervention is used as part of a planned strategy. It may be for example part of an approach to prevent a student improperly absconding when it is perceived he would be at significant risk were he to do so. Risk assessment decreases the frequency of use of either reactive or emergency restrictive physical intervention, and minimises the risk to students and staff involved.

Non-restrictive physical intervention is the use of Screening, Searching, Physical Presence, Restriction of Access or Exit, Time Out, One to One Supervision. Restrictive physical intervention is Physical Diversion, and Physical Control.

Seclusion, the forcible confinement and segregation of a student away from his peers in situations that are unsupervised by staff is not permitted at Windlestone.

It is each member of staff's responsibility to make an assessment of each particular circumstance. All staff have a duty of care, and are responsible for safeguarding and promoting all students' welfare. Staff will need to decide if any form of physical intervention is appropriate, and if it is, at what level. It is not considered appropriate at Windlestone to adopt a blanket approach to the use of physical interventions exercised by staff simply because the students have severe emotional and behavioural difficulties. Staff will need to take, however, the following factors into consideration:

- the behaviour of the student,
- the known intention of the student,
- his known wishes, feelings and emotional state,
- his age and level of understanding,
- the student's personal history,
- the influence of other students, family and friends,
- any future events which may be causing the student anxiety,
- their knowledge of the student,

- how long the student has been attending Windlestone,
- the time of day, and
- the antecedents to the situation.

In considering these factors particular attention needs to be given to the age and understanding of the student. As a student grows with age and maturity, he becomes more able to make decisions. However, competency is not only determined by age and maturity. The possible consequences of behaviour should be a significant factor in decision making.

A decision, which involves an assessment of the risk of potential harm, must not be left to a student to make alone and will either be a matter for negotiation, or solely the responsibility of the member of staff. The more danger which can be foreseen in a particular situation, the less likely it will be that the student is competent to make a decision.

Where a student is proposing to do something where there is clear potential for him injuring himself, others or seriously damaging property then staff can properly affect restrictive physical interventions to prevent him from doing so.

### *SCREENING*

The law permits schools to require students to undergo screening for weapons without suspicion and without consent by walk-through or hand-held metal detector. Windlestone School has no such screening devices and “screening” will not be used at the school.

### *SEARCHING*

If a student arouses “reasonable suspicion” that they have:

- a knife or blade or sharply pointed implement (excluding folding pocket knives with a blade less than three inches in length) or
- an offensive weapon which is defined as any article made or adapted to injure a person e.g. a gun, a broken bottle or a baseball bat

then they should be asked to:

- confirm possession of an illegal or banned item;
- surrender such an item or weapon to avoid a search

before any consideration is given to searching with consent.

Reasonable grounds may be reliable intelligence or information about a specific student; drawing a conclusion from their behaviour, their actions or their words. Searching with consent should be carried out by a person of the same sex as the student with a same sex chaperone. Staff should avoid stereotyping or generalising; the grounds for suspicion should be explained to the student; the location for the search should be private and out of sight; and de-escalation techniques to calm the student used to prevent or reduce any risk of escalation.

The extent of the search is personal rather than intimate and includes the:

- searching of bags and their contents
- removal of outer clothing and searching of pockets, hoods, lining etc.
- turning out of pockets
- removal of footwear

Inner clothes should not be searched by staff, and students must be discouraged from offering to remove inner clothes. If any resistance to searching with consent is met the searching should cease and the police called. Searching with consent should be recorded on a Major Incident Report (MIR), and parents informed, irrespective of the outcome of the search. The MIR should detail the grounds for searching; who was present; what was found, if anything; and counter signatures including the students should be gained.

If a “suspected” student refuses a search with consent they should be supervised until the police arrive. **Searching without consent is not permitted at Windlestone.**

If a “suspected” student who initially refused a search with consent changes their mind after they become aware of the involvement of the police staff should exercise extreme caution.

A suspected student might not stay to be searched and might flee the scene. If staff believe that the student’s running away is indicative of weapon possession staff should call the police at once and seek to identify the student’s whereabouts, rather than look for the student themselves.

### *PHYSICAL PRESENCE*

Staff members' physical presence is a means of communicating authority and re-establishing safety and security. Presence by implication of authority may restrict students' movement for a brief period but is limited to:

- standing close by to, or in front of a student, and
- standing momentarily or temporarily in the way of a student.

Presence should become neither oppressive nor of excessive duration. Presence is likely to be most effective if complemented by a range of non-verbal communication signals and Persuasion or Dissuasion.

Physical Presence must be:

- considered appropriate in the context of a particular situation or incident;
- used only in the context of engaging the student in discussion about the significance, relevance and consequences of his behaviour; and
- ended if it is met with resistance, when a decision will need to be made whether or not another form of intervention is appropriate.

## *RESTRICTION OF ACCESS OR EXIT*

In the ordinary course of maintaining a supportive and stable educational experience, adults limit students' liberty by requiring them to do things that they may prefer not to, including restricting them within a building. However, if the student complies with the reasonable request, for example not to go and play on the yard because it is icy, restriction of liberty is not an issue.

There may be occasions, however, when a student has lost self control, and is intent on serious self damage, inflicting injury to others, damage to property, or interrupting the safe and secure learning environment of the school, or is considered potentially likely to do so, that it would be appropriate to prevent access to dangerous environments by locking doors to them. At Windlestone the specialist solarium block of workshops, laboratories, and studios are such areas, as are the farmhouse and kitchens. Restricting access under such circumstances is considered appropriate staff action.

Occasionally in respect of the types of behaviour described previously, it may be necessary to prevent a distressed student from leaving a room by blocking the door way by Physical Presence. This type of control is appropriate and permissible provided that:

- the duration of the intervention does not exceed ten minutes and the student is engaged in conversation aimed at de-escalating the crisis;
- the action is a response to a crisis situation;
- if the student physically resists a considered decision is made in respect of justification for an alternative form of intervention.

The use of Restriction of Access must be recorded on a Major Incident Report.

## *TIME OUT*

Time Out describes a student leaving an environment where he may be gaining reinforcement to maintain a behaviour and going to an area or room less likely to reinforce it with the purpose of enabling the student to regain self control. At Windlestone any area or room used for time out must be unlocked and be monitored by staff at all times.

The use of Time Out must be recorded on a Major Incident Report.

## *ONE TO ONE SUPERVISION*

One to One Supervision is where a member of staff or a number of staff are attached particularly to a student separated from his peers because of anxiety, distress or disruption with the purpose of providing him with continuous focused supervision and support until he is ready to resume usual activity. It must:

- only take place within the context of the usual school environment and where increased staffing levels are likely to prove successful;

- be used positively and constructively, and aimed at actively engaging the student; promoting his safety, welfare, and emotional stability; and returning the student to a less extraordinary means of management;
- have had the approval of two members of the Leadership or Management teams; and
- should reviewed every 15 minutes.

The school does not support the use of seclusion or time out, where an anxious, distressed, or disruptive student is forced to spend time alone.

One to One Supervision must be recorded on a Major Incident Report.

### *SECLUSION*

Describes the forcible confinement and segregation of a student away from his peers in situations that are unsupervised by staff. **Seclusion is not permitted at Windlestone.**

### *PHYSICAL DIVERSION*

Physical Diversion differs from Physical Control in the degree of force used. Physical Diversion may be, for example, holding a hand, placing a hand on the forearm, or putting an arm around a shoulder. Physical Diversion is a means of deflecting a student from destructive and/or disruptive behaviour. It involves little force, but serves to reinforce staff attempts to reason. It is important that:

- the intervening member of staff should already have an established relationship with the student;
- physical diversion should not arouse sexual expectation or feelings (if it does holding should cease); and
- it should be ended if it is met with resistance, when a decision will need to be made whether or not another form of intervention is appropriate.

Physical Diversion must be recorded on a Major Incident Report.

### *PHYSICAL CONTROL*

Physical Control is the positive use of minimum force to divert a student from harming himself or others, seriously damaging property, disrupting the safety and security of the school's learning environment, or to protect a student from the likelihood of him doing so.

**Physical controls at Windlestone must only be used:**

- **where a student is seriously harming himself , others or seriously damaging property;**
- **where a student is in potential danger of seriously harming himself, others or seriously damaging property;**

- to prevent or interrupt a criminal offence;
- to interrupt disruptive behaviour prejudicial to the safe and secure learning environment of the school;

and as a means of preventing a student absenting improperly if:

- the student is so acutely and seriously troubled that it is clear he is in immediate danger of inflicting serious self-harm , serious harm to others, or seriously damaging property;
- the student is young and lesser interventions have either not been understood or successful and the student would on absconding be potentially in physical or moral danger;
- the student is older but socially immature and vulnerable and consequently potentially at physical and moral risk;
- its use is intended to return a student to a less dangerous situation;
- the student is very likely to interrupt the safe and secure learning environment of the school; or
- it is described as a course of permitted action in the student's Behaviour Support Plan.

*The use of physical controls is not a substitute for using alternative strategies.*

Normally lesser forms of intervention should have been used first and de-escalation techniques exhausted. The onus is upon the member of staff to decide when this position has been reached.

However it is school policy that Physical Control is used only:

- rarely,
- as a last resort, and
- where any other course of action would be likely to fail.

Physical Control must not be used to:

- punish,
- gain student compliance with staff instruction,
- cause or threaten hurt, and
- oppress, threaten, intimidate and bully.

**Physical Control at Windlestone should not normally extend beyond holding with both arms engaged in a standing, or sitting position.**

Only staff who have been specifically authorised in writing by the Headteacher to do so may use physical controls. Authorisation is renewed annually but may be temporarily withdrawn. Staff authorised to use

physical controls will have undergone Team-Teach training and had their knowledge of techniques regularly appraised by the school's Team-Teach instructors.

There are occasions when to safeguard a student's dignity or safety it would be in his interests to be moved to a less public place or safer environment. However, the movement of non co-operative students can be problematic, and needs careful consideration. Staff will need to assess the necessity of such an action and weigh it against the potential risks involved and take into consideration all potential dangers. When students co-operate with movement it is usually indicative of their desire to regain self control.

Staff using Physical Control must always adhere to the following principles:

- de-escalation and conflict resolution techniques must have been exhausted;
- always warn the student quietly but clearly and firmly that you are likely to take physical action BEFORE taking action;
- NEVER act out of temper. If you have lost your control, the professional approach is to call another member of staff;
- the physical control techniques used should provide a gradual, graded system of response commensurate with the situation, task and individual involved. Techniques used should allow for phasing up and down as dictated by the circumstances at the time;
- whenever possible, more than one member of staff should be involved. This engenders teamwork, requires less effort and is therefore likely to minimise the possibility of injury. It also prevents particular staff becoming associated with the physical control of students;
- where a member of staff is involved in controlling a student of the opposite sex, a member of staff of the same sex as the student should be present from the earliest possible moment;
- the least intrusive method of control should be employed;
- in every case, no more force should be used, nor more time taken up, than is necessary to effectively resolve the situation;
- the student should repeatedly be offered the opportunity of exercising his own self control and holding should cease as SOON AS POSSIBLE. The skilled use of non-verbal, para-verbal and verbal strategies aid de-escalation;
- whilst it is often necessary for staff to be given support in physically controlling students, staff should be aware that creating an audience for students often escalates the situation;
- as soon as possible after the incident the student should be given the opportunity to talk through the incident;
- all such incidents must be recorded on both parts of a Major Incident Report. The report should consider the circumstances and justification for using physical controls; and

- involved staff should be afforded supportive discussion as soon as possible.

Only staff who have undertaken the school based training programme in Team Teach methods of physical controls and have valid written confirmation of their approval to do so from the head teacher are permitted to physically control students. Only those techniques of the Team Teach approach can be employed.

The following procedure for physical control must always be followed.

- Try to give the student clear warning, i.e.. "Look you're giving me no option...". Still try to offer an alternative escape route from the situation by enabling the student to calm down and talk things through - in fact this offer must stand all the way through the incident.

The vast majority of crisis situations can be resolved through appropriately calm, controlled, dignified and skilled intervention.

- Once physical intervention is necessary then it is important that it happens quickly, smoothly, confidently and successfully, providing the maximum amount of care, control and therapeutic support.
- The choices are:
  - controlling the student in a standing position, or
  - a seated position

It is only possible to decide which of these options to take as one's experience, expertise and knowledge of the individual student grows although inevitably they represent a graded increase in the extent of control used.

- It is always easier if one staff member takes the lead and directs events.
- Beware of kicks, knees, head butts, bites, spitting etc.
- It is not unusual to meet a continuous stream of abuse, obscenities, etc. Ignore these and let them run their course. Remain calm and talk deliberately and in a conciliatory tone.
- Do not reject the offer of help from colleagues.
- Once things begin to calm it can be coupled with significant decreases in the grades of physical control, but this must be when staff consider it safe to do so.
- The event should be discussed with all involved staff so that feedback is achieved and the potential for improved approach, teamwork and skills gained.
- A Major Incident Report must be drawn up in liaison with involved colleagues and the student given the opportunity to record his or her feelings and opinions.

Any use of physical control must be reported as soon as possible to the senior manager on duty. It must be reported also at the next handover, recorded on a Major Incident Report, and recorded in the Incident Book by the senior manager. The completed MIR should be given to the Headteacher as soon as possible for his/her comments, action, analysis, distribution, monitoring and reporting of monitoring.

Students who have been physically restrained will be interviewed by the school's Child Protection Procedures co-ordinator, who receives and scrutinises copies of all MIRs.

If physical control is judged by the Headteacher to have been used on a student too frequently s/he should call a Case Discussion. This meeting should, whenever possible, involve the student, parents, the Case Co-ordinator and any other involved parties.

The aim of the minuted meeting is to plan strategies to:

- safeguard and promote the student's welfare;
- meet appropriately the student's needs;
- manage his behaviour; and
- minimise the need for external controls.

The meeting must also consider:

- the wishes and feelings of the student and his parents;
- the appropriateness of Windlestone as a placement for the student;
- the circumstances under which future meetings should be convened with the same Agenda;
- the need to establish a Behaviour Support Plan, or amend an existing one; and
- the need to establish a Risk Assessment.

### *IMPROPER ABSENCE*

Students occasionally leave the school site, but return within a reasonable period, more often they absent for a period of time into the school grounds. However sometimes students leave the campus and do not quickly return.

Student improper absence is categorised as:

- **absenting**, whose whereabouts are known, and where circumstances suggest they are likely to be at only a low level of risk;
- **not at their proper place**, whose whereabouts may or may not be known and where it is judged there is a low level of risk; and

- **missing**, whose whereabouts are usually unknown, and where circumstances suggest they are likely to be at risk

Once it is certain that a student is improperly absent the senior manager should be informed. S/he should organise a double check if it is considered appropriate to do so. Under normal circumstances, when students have absented into the grounds it is not considered necessary to immediately inform parents/carers and social workers, although this may be done later. Parents/carers and social workers should be informed immediately if the student is putting himself at serious risk.

However, when a student leaves the grounds, it is always necessary to inform parents/carers and social workers. The senior manager should arrange for this to be done. It may also be necessary to inform the police. Senior managers will need to use their professional judgement in deciding at what point this should be considered. The Headteacher, or his deputising senior member of staff in his absence is responsible for deciding if a student should be judged missing. Factors which should influence the decision include:

- the student's age
- the student's maturity
- the student's emotional state
- the student's maturity and subsequent level of vulnerability
- the time of day
- weather conditions
- the known intentions of the student
- the length of time the student has attended Windlestone
- the student's personal history
- the known antecedents and
- any other relevant information

Staff should exercise careful judgment in ascertaining whether or not a student is improperly absent. Within the school grounds it is usually safe to search for a student. Searching beyond the school grounds is more problematic and potentially more dangerous and needs careful consideration. The Headteacher or his appointed deputy will authorise such searches provided that the potential risk to the student from being improperly absent is judged to exceed the potential dangers arising from searching.

If the police are informed the senior manager should arrange for a Missing Persons form including physical description to be faxed to Police Headquarters, and the original filed.

The Headteacher should be informed of all events associated with students not being at their proper place or missing as soon as possible. Parents/carers and social workers and where they have been informed the police should be informed of a student's return to school. The senior manager should arrange for this to be done by the most appropriate member of staff.

If telephone contact with parents/carers is impossible a letter should be sent home by evening transport or by hand. In extreme circumstances e.g. when it is late at night, or involves an exceptionally vulnerable student parents/carers must be informed personally. The police may be able to assist in this matter. However, no student should be missing overnight without parents/carers having been informed.

Improper Absence must be recorded on a Major Incident Record.

When a student is intent on leaving the building and campus without permission staff have to consider whether or not Restrictive Physical Intervention should be exercised. If they consider that Restrictive

Physical Intervention criteria are met staff initially should seek to prevent absconding by persuasion and dissuasion. Any use of Restrictive Physical Intervention needs careful consideration.

Restrictive Physical Intervention should only be used as a means of preventing Improper Absence if all other means have failed, or the potential dangers of Improper Absence are so severe as to make impracticable the use of alternative strategies. Physical control should only be used as a means of preventing a student leaving if:

- the student is so acutely and seriously troubled that it is clear he or she is in immediate danger of inflicting self-harm , harming others, or damaging property;
- the student is young and lesser interventions have either not been understood or successful and the student would on absconding be potentially in physical or moral danger;
- the student is older but socially immature and vulnerable and consequently potentially at physical and moral risk;
- its use is intended to return a student to a less dangerous situation;
- the student is very likely to interrupt the safe and secure learning environment of the school;  
or
- it is described as a course of permitted action in the student's Behaviour Support Plan.

The use of physical controls is not a substitute for using alternative strategies to thwart Improper Absence.

The Head teacher should monitor the use of Controls by examining:

- the frequency of their use,
- the justification for their use,
- their nature,
- their users, and
- the views of students concerning them.

S/he must ensure that:

- the need to use Controls are minimised;
- Controls are used only in the appropriate circumstances; and
- only the appropriate degree of Controls are used in particular situations.

S/he must also:

- report on the use of Controls to the School's Governing Body;
- report specifically on Physical Restraint and Absconding;
- take appropriate action over issues of concern of either a general or specific nature; and
- make available on request the Major Incident File, and Incident Book to the Authority's officers.

**WINDLESTONE SCHOOL  
MAJOR INCIDENT REPORT**

MIR REF No.: /1107

CYPS:

**SECTION A**

**Student's Name(s):**

**Report Compiler:**

**Date:** November 2007  
minutes

**Time:**

**Duration of Entire Incident:**

**Location:** (please circle) living unit bedroom le café common room the hub entrance library toilets changing room  
games room grounds muga henge library courtyard play triangle adventure play area farm smoking zone off-site transport  
specialist classrooms : general classrooms : corridor : south/north office: other:

**STUDENT BEHAVIOUR:** (please circle) disruption vandalism physical threats physical absenting substance impulsive self discrim. inapp. medically  
chronic or bullying fight & aggression not at proper place misuse behaviour harm behaviour sexual related other  
disobedience theft harassment invective assault missing alcohol dangerous behaviour behaviour behaviour behaviour

**Information:**  (tick)

**Positive:**  (tick)

**For discriminatory behaviour please circle:** gender race & ethnicity religion disability age sexuality

**Racist Incident Type:** (please circle) name insults jokes graffiti abusive refusal to physical vandalism other  
calling letters cooperate assault specify:

**Perpetrator reported to parents/carers by:** ..... **Victim reported to parents/carers by:** .....

**ANTECEDENTS:** ( a concise description of the events leading up to the incident/behaviour)

**BEHAVIOUR:** (describe what actually happened, and how the student responded)

**Short cuts (please tick)**

Arriving overly late	
Absenting	
Entering/disturbing other lessons	
Work avoidance/refusal	
Repeated swearing	
Frequent verbal interruption	
Name calling	
Moving around room	
Throwing objects	
Smoking in unauthorised place	
Smoking without parental permission	

**Estimated reason for the behaviour :** (please circle) frustration conflict pressure ego defensive anger inappropriate response to challenge  
failure to anticipate/accept consequentiality poor acceptance of structured environment peer dynamics substance mis-use control issues medication  
learned behaviour educational difficulty discriminatory behaviour psychological/psychiatric attention seeking other:

**CONSEQUENCES:** (how did staff intervene, the student respond, was the situation resolved)

**Any sanction has been recorded in the Sanction Book:** yes/no (delete)

**Ring if any of these RPI have been used:** searching physical restriction of time isolation diversion physical  
with consent presence access/exit out control

**SECTION B** (to be filled in if any injury to a student, member of staff, or other person has occurred, and always if physical control has been used)

**Details of any resulting injuries:** (if none write none), any injury/blow to the head should result in clear persuasion of need to visit the hospital

**Was the student/staff member offered first aid/medical treatment:** yes accepted/yes refused/unnecessary (delete)

**Treatment Given:**

**First Aider:** \_\_\_\_\_, who must record treatment in First Aid Book

**Did the Injured Person/s(initials):** continue work  go home  go to GP/Dentist  go to Hospital

**Corporate Accident/Incident/Ill-health Report Form completed:** yes/no (delete)

**Injury to student reported to parents/carers by:** .....

**SECTION C** (to be filled in if the use of physical control has occurred)

**Names of staff involved:** (staff should initial their agreement with the accuracy of the report or write an alternative)

**Names of staff witnesses:**

**Names of student witnesses:**

**Duty Manager/Senior manager reported to** ..... **Time** ..... **Date** ..... November 2007 (fill in )

**De-escalation techniques:** (staff should always adopt a non-threatening posture, number other strategies used i.e. thus indicating the order of their use)

- |                        |                                      |                            |                                  |
|------------------------|--------------------------------------|----------------------------|----------------------------------|
| *verbal advice/support | *planned positive distraction, what? | *negotiation               | *negotiation/limits/consequences |
| *reassurance           | *positive touch, who? and how?       | *time out offered/directed | *other: (describe)               |
| *tactical ignoring     | *distraction                         | *change of adult           |                                  |

**Length of time de-escalation techniques employed:**          minutes

Justification for use of physical controls: ( tick and delete as necessary)

- prevent/ interrupt injury to student/students/staff/others
- prevent/ interrupt serious damage to property
- prevent/ interrupt absconding
- prevent/ interrupt a criminal offence
- interrupt disruptive behaviour prejudicial to the safe & secure learning environment

**Nature of physical controls used:** Friendly, Single elbow, Figure four, Wrap, Shield (describe)

Seq	Student (initials)	Hold used	Min	Staff (initials)	Position Stand/sit	Seq	Student (initials)	Hold used	Min	Staff (initials)	Position Stand/sit
1						4					
2						5					
3						6					

**Ground:** (ensure that any progression to ground is described above)

Did the student go to the ground independently?    yes/no (delete)          Duration of ground hold:          minutes

Names of staff involved in ground hold:

**Holding of student reported to parents/carers by:** .....

**Reason for not informing parents carers:** .....

**If no contact with parents/carers was made letter sent** yes/no (delete), **date sent:** .....

**Post incident measures undertaken to ensure student calmed, and final outcome:** (must be completed)

**Response and view of the student:** (must either be completed by the student/agreed with the student and counter-signed by him, or the response of the student described)

**Student sig:** .....

**Any other relevant information:** ( include details of damage to property, etc, if none, write none)

**SECTION D**

The Child Protection & Welfare Procedures Coordinator or Duty Manager will annotate the incident in the Incident Book and ensure parents/carers are informed if the incident was racist, involved physical control or the student suffered an injury. They will ascribe the MIR ref. No. to the annotation in the Incident Book and the report. The Headteacher will log any incident involving the use of physical control in the Use of Physical Controls Record. A copy of this report will be filed in the student's pigeon hole for staff feedback and subsequently filed in Casework, the Headteacher will keep this original.

**Leadership Team's monitoring:** ( The Headteacher should monitor all incidents involving holding)

	✓	X		✓	X
Was sufficient/appropriate de-escalation undertaken?	<input type="checkbox"/>	<input type="checkbox"/>	Was physical control absolutely necessary?	<input type="checkbox"/>	<input type="checkbox"/>
Were there grounds for the use of physical control?	<input type="checkbox"/>	<input type="checkbox"/>	Was physical control used reasonably?	<input type="checkbox"/>	<input type="checkbox"/>
Were approved physical controls used?	<input type="checkbox"/>	<input type="checkbox"/>	Was physical control used proportionate to event?	<input type="checkbox"/>	<input type="checkbox"/>
Has appropriate/sufficient post-incident action been taken?	<input type="checkbox"/>	<input type="checkbox"/>	Is the reporting complete & comprehensive?	<input type="checkbox"/>	<input type="checkbox"/>

**Comments :** (including identification of level of risk from 0-16, and any implications for future management)

**Risk level :** 16 12 9 8 6 4 2 1 (circle)

**Signature:**

**Date:** November 2007

**Copied to:** (circle)

Social worker    yes/n.a.

CP & WPC

yes/no

Casework          yes/no

Case Co-ordinator

yes/no

CYPS                yes/no

Commission for Social Care Inspection

yes/no

Other (describe).....

# **PRACTICE ..... SAFEGUARDS**

*The safety and welfare of each student is the major priority of the school. All staff have a dynamic role in securing that priority. The active involvement of all in establishing and maintaining the school as a welcoming, telling, listening, supporting environment is vital. All Windlestone students are vulnerable, all are potential victims, and all need protection. The safeguards are designed to support staff in ensuring the school is always a safe and supportive environment.*

**❖ CHILD PROTECTION**

**❖ ADVOCACY**

**❖ SCHOOL COUNCIL**

**❖ BULLYING**

**❖ EXCLUSION**

**❖ RISK ASSESSMENT**

## CHILD PROTECTION

Child protection is a multi-agency responsibility in which the welfare and protection of the child must be everyone's highest responsibility. The notes in this practice paper should be read in conjunction with the school's policy on child protection and related policies, and "A Child Protection Handbook". It should be emphasised, however, that none of these documents displace the green A5 ACPC "Child Protection Procedures".

The reason for the inclusion of a paper on child protection in a policy on supporting students and managing their behaviour is because the daily contact with students makes school staff well placed to observe outward signs of abuse, changes in behaviour or failure to thrive are twofold.

1. Many of the emotional and behavioural signs of physical abuse and signs of neglect and failure to thrive; possible signs of emotional or psychological abuse and emotional deprivation; and possible signs of sexual abuse are similar to the behavioural characteristics of students with emotional and behavioural difficulties.
2. The need to occasionally use a range of controls on students who are without their own controls and are at risk of spiralling into overly disruptive, damaging or dangerous behaviours is potentially abusive if not well considered and managed.

Although the school has a child protection procedures co-ordinator whose leading task is child protection issues, all staff have a vital role in child protection matters. These include:

- being alert to the signs of abuse,
- listening carefully to disclosures and reporting them straight away,
- reporting concerns about colleagues management of students,
- reporting concerns about visitors to school in respect of child protection matters,
- assisting in identifying anything that stops Windlestone being a safe school,
- developing and maintaining high order listening skills,
- having an awareness of how gender, ethnicity, and disability may affect disclosure and factors which affect adults receptiveness,
- using curricular and extra-curricular opportunities to increase students' ability to protect themselves,
- having an acute awareness of their own vulnerability to allegation, and
- behaving at all times in a manner which makes Windlestone a welcoming school and helping to identify factors which may prevent it being considered one.

All referrals should be made to the school's child protection & welfare procedures co-ordinator within the same working day, only in his/her absence tell the Headteacher.

If you have any reason to believe that a student is being abused:

Windlestone School  
Safeguarding & Promoting Student Welfare

- tell the school's child protection & welfare procedures co-ordinator straight away
- write down the facts as you know them on a child protection record form and give it to the person you initially informed

If a student tells you s/he is being abused:

- allow him to speak without interruption, and be accessible and receptive, listen carefully, take it seriously, reassure that it is right to tell, and don't promise confidentiality;
- tell the school's child protection & welfare procedures co-ordinator straight away;
- write down the facts as you know them including the account told to you by the student on a child protection record form and give it to the school's child protection & welfare procedures co-ordinator; and
- if the school's child protection & welfare procedures co-ordinator does not take action to inform Social Services, you must take immediate action to do so.

If you receive an allegation about another adult or yourself:

- tell the school's child protection procedures co-ordinator straight away; and
- write down the facts as you know them on a child protection record form and give it to the school's child protection & welfare procedures co-ordinator.

If you see behaviour by another adult that you consider abusive:

- tell the school's child protection & welfare procedures co-ordinator straight away;
- write down the facts as you know them on a child protection record form and give it to the school's child protection & welfare procedures co-ordinator;
- if the school's child protection & welfare procedures co-ordinator does not take action to inform Social Services you must take immediate action to do so.

**You must refer. You must NOT investigate.**

## *PHYSICAL CONTACT*

Staff are vulnerable to misplaced allegations as a consequence of their close professional relationships with students.

Confidential meetings with individual students need to take place, but

- the meeting should take place in a room with visual access, or the door should be left open or a frequently visited room/area should be used,

if not appropriate

- another adult should have knowledge of the meeting taking place, or should be present or should be nearby.

Staff should be aware that that any physical contact with a student may be misconstrued by the student, colleague or other observer. Staff support of emotionally distressed or physically injured students inevitably involves some physical contact. Contact should be the minimum necessary to comfort and reassure the student.

Physical contact with students also occurs within normal teaching, and in practical work when demonstrating or showing a student how to use apparatus correctly. Staff should in the first instance ensure their intentions are not misunderstood, and in the second seek student confirmation that they are happy with the contact.

If staff believe their actions may have been misunderstood they should use the schools recording systems to report it.

## ADVOCACY

It is established school policy and practice that students:

- have opportunities to have their views considered when decisions about them are being made;
- have access to information about themselves or affecting decisions about their lives; and
- are able to access easy-to-use procedures which can respond effectively to their complaints and concerns.

The school is a listening one and places the welfare and safety of its students as its first priority. It has established Case Coordinating Teams to work with and for students; appointed a Child Protection Procedures & welfare Coordinator who devotes much of her time to listening to students and liaising with other agencies on their behalf; formulated a complaints procedure; and ensured the ready accessibility of senior members of staff to students. However, there are many reasons for establishing a practice of advocacy for students within the school. They include:

- encouraging early resolution of complaints or concerns,
- listening to the individual experiences of students and acting on problems,
- providing quality assurance and safeguards, and
- openness

Advocacy is about speaking up for students and wherever possible enabling them to speak up for themselves. It is about helping them to achieve understanding, to participate in and influence decisions that affect their lives, particularly about representing their views, wishes and needs to decision-makers and seeking remedies for breaches of their human rights. Advocacy practice offers:

- information,
- advice,
- representation, and
- support.

The principles upon which advocacy practice is based are:

- independence,
- respect,
- empowerment,
- choice,
- equal access,
- anti-discriminatory practice, and
- confidentiality.

Informal advocacy may be provided by school staff, parents/carers, relations or friends. However, advocacy is a unique service, which does not replicate other adult relationships with students. The advocate is the voice of the child or young person.

Students at the school have access to the LA officer who monitors Major Incident Reports and, visits the school on a half termly basis to:

- check records of attendance, complaints, sanctions, and the use of restrictive physical intervention;
- assess the physical condition of the building, its fittings furniture and equipment; and
- meet with any student or staff member who wishes to see them.

The school also has an Independent Visitor for residential students.

However, the school supports the notion that students have the right to contact other agencies offering advocacy services. The existence of the advocacy services and the means by which they maybe contacted are well publicised in school. Advocacy will only be used, and is only possible, if students are confident that advocates are acting exclusively on their behalf and have no potential or apparent conflicting interests or pressures.

School staff need to support this notion in enabling students to access advocates who can advise, support and represent them.

## BULLYING

Few young people leave school without having been exposed to bullying. Many will have been bullied at some time, or will at least have seen someone else being picked on. Some will have bullied others, although only a small percentage does so persistently. A significant minority, however, will have experienced regular and routine victimisation. Bullying generally takes place out of sight of adults, and teachers and other professionals can underestimate the misery and distress it causes. Victims are often reluctant to speak out for the fear of reprisals, the unwillingness to break a moral code that 'you should not tell', and the fear that nothing will be done to stop it.

Research would indicate that Windlestone as a school is more likely to have a higher proportion of both victims and bullies than ordinary schools. The most common characteristics of the typical victim of bullying are those of cautiousness, sensitivity, anxiety and insecurity. Their self-esteem is low, and they feel as negatively about themselves as others do and frequently describe themselves as stupid, or ugly. They are generally lonely and unable to maintain friendships. A smaller group of victims can be described as provocative. They have both anxious and aggressive reaction patterns. They may have poor attention control and act in a manner that they irritate or annoy other students. Their over-activity and disruptiveness causes them to be disliked. A distinct characteristic of bullies is their aggression towards their peers. All bullies are aggressive whatever form their aggression might take. Their aggression is also frequently directed towards adults. Other characteristics of bullies include a lack of empathy towards their victims and an overwhelming desire to dominate them, impulsivity, underachievement, a likelihood of displaying other forms of anti-social behaviour, greater physical strength than the norm for their age, and a positive attitude towards violence. All these characteristics of both the victims and the perpetrators of bullying are features of those characteristics of students within the EBD continuum.

Bullying is variously defined. However, most definitions highlight that it is:

- deliberately hurtful behaviour causing either physical pain or emotional distress,
- repeated frequently, and
- difficult for victims to defend themselves.

It is particularly important to recognise that bullying is not restricted to overt physical aggression, and that indirect persecution can be just as hurtful. Bullying takes many forms but the three main types are:

- physical                    -hitting, kicking, spitting and taking or hiding belongings
- verbal                        -name calling, invective, racist remarks
- psychological            -spreading nasty stories about someone or their families, excluding someone from social groups

There are significant differences between the bullying behaviour of boys and girls. Verbal bullying is a common practice of all bullies, but boys are much more likely also to use physical aggression. The

most significant difference between boy and girl victims is the reluctance of boys to either own being victimised or seek help. The stereotypical view of bullying is that it is a school-based problem. School staff are often portrayed as failing to protect victims or take the concerns of parents seriously. There exists, however, a wealth of evidence to suggest that bullying has its origins not in schools but within communities, and that it is imported into schools. Aggressive parental models, combined with criticism and physical punishment are the means by which aggressive personalities are formed. Bullying is the inevitable consequence. That is not to say, however, that schools do not have a dynamic role in protecting students from bullying and preventing incidences of bullying occurring. The culture and ethos of any school is a crucial factor in determining levels of bullying. Research clearly indicates that where school staff openly express their disapproval of bullying and act promptly to deal with it less bullying occurs.

At Windlestone where the emotional and behavioural problems of the students would suggest that the school is likely to have a higher than average number of potential victims and persecutors; there exists clear evidence from either the assessment process or exclusion documentation that a significant number of the school's students have experienced either being systematically bullied or have been bullies in their previous school environments. The maintenance of the school's culture in which care, commitment, and respect for the individual are, as evidenced in the School's Aims and Objectives and Charter, is vital. Within such a culture intimidation and violence are reduced to a minimum, but all staff need to be vigilant in respect of identifying bullying occurrences, and all staff have a role in its prevention and protecting students at risk.

The most effective preventative measure that can be employed is for all staff members to establish clearly that bullying in school, on school transport, or on excursions will not be tolerated, and indeed will be dealt with firmly. However, there are a number of features of staff behaviour which if adopted are likely to significantly reduce incidents of bullying. Staff should:

- ensure punctuality;
- play an active role in the supervision of students during out of class time;
- ensure that students use the correct entrance/exit;
- release students from groups in an orderly manner;
- check potentially high risk areas like toilets periodically;
- use the established systems of communication to detail incidents of bullying;
- consider seating arrangements in class, Le Café, or minibus to decrease the likelihood of incidents of bullying occurring;
- regularly refer to the School Rule and Charter to reinforce positive behaviour;
- challenge students who are in the wrong place;
- listen to students requesting changes of groups;

- use class time, personal tutorials etc. to discuss bullying;
- intervene before low-key verbal abuse of physical intimidation escalates;
- confront bullies or suspected bullies in a manner that allows them not to regard it as a negative experience, but one where they clearly understand why they are being spoken to and what aspects of their behaviour needs to improve; and
- confront victims to examine why the incident occurred, confirm the appropriateness of informing staff, and establish ways to avoid a repetition.

Any student can be at risk from bullies. Staff have an important role in warning them and advising them how to cope. Students vulnerable to being bullied should be advised to:

- avoid being alone, especially in isolated rooms;
- stay within sight of adults wherever possible;
- try not to show any temper reaction that may entertain;
- leave any expensive items at home;
- not brag about possessions or money;
- make an excuse not to lend someone an expensive item;
- consider whether their behaviour provokes; and
- always tell an adult.

School staff need to examine carefully their own responses to bullying incidents or the suspicion of such. The lack of support to victims is often considered as permission for further attacks. If students are to be protected from bullying staff need to ensure that they:

- respond quickly and unambiguously to it;
- are continually and persistently observant;
- do not subconsciously transfer feeling of irritation to groups;
- actually seek to bring bullying into the open with knowledge that it thrives on secrecy and often fades when discovered and discussed;
- frequently seek adherence by all to the School Charter;
- make use of tutorials, personal tutorials, and other appropriate times to discuss personal relationship problems;

- make use of appropriate training opportunities, resource material etc. to improve their knowledge and skills in respect of helping both the bullied and the bully; and
- refer serious incidents to senior staff members or duty leaders.

The school will:

- record all incidents of bullying and harassment;
- take appropriate action whenever such incidents occur;
- ensure that victims are given appropriate support, including mentoring and counselling if necessary;
- ensure that perpetrators are aware of the seriousness of their actions and, if necessary, receive counselling and/or exclusion;
- ensure that an individual who makes a complaint about bullying and harassment is not victimised in any shape or form;
- inform parents and primary carers when their children are involved in incidents of bullying and harassment as either victims or perpetrators; and
- undertake an annual review of the number and the nature of incidents of bullying and harassment, reporting the results of the review to governors, and any planned action.

## **EXCLUSION**

Exclusion is the last resort in terms of managing student behaviour. It is the ultimate signal to a student, parents and/or carers, and peers that behaviour has reached an extreme in frequency, duration or intensity.

Exclusion are governed by the Education and Inspections Act 2006. There are two types fixed term and permanent. Exclusion from Windlestone signals a far more extreme situation than those from mainstream schools because:

- the school's students have Statements describing their emotional and behavioural difficulties;
- the school's milieu is one of flexibility, understanding and tolerance;
- persuasion rather than confrontation is regarded at the school as most likely to promote permanent self-change in students ; and
- the schools relationship and dialogue with parents/cares and students is such that extremes of students behaviour will have already been explored.

Exclusion, however, whilst not the schools preferred route remains an option. Only the Headteacher can exclude students. Fixed term exclusions allow:

- cycles of extreme behaviour to be broken,
- the severity of concern to be signalled, and
- a signal to be given to students that their return to school is welcome.

The regulations allow headteachers to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year. The limit of 45 school days applies to the student and not the school, therefore, any days of fixed term exclusions served by a student in any school or PRU in the same school year will count towards the total.

However, any fixed term exclusion use at Windlestone School will be for the shortest time necessary, because exclusions of more than a day or two make it more difficult for the student to reintegrate into the school. OFSTED inspection evidence suggests that one to three days is often long enough to secure the benefits of exclusion without adverse educational consequences.

In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended. In such cases the Headteacher will write again to the parents explaining the reasons for the change. The Headteacher may also choose to withdraw an exclusion that has not been reviewed by the Governing Body.

The Head Teacher will arrange a reintegration interview with parents during or following the expiry of any fixed term exclusion more than five school days. The interview will be conducted by the Headteacher, Deputy Headteacher, or Head of Student Support. A fixed term exclusion must not be extended if such a meeting cannot be arranged in time or the parents do not attend.

The school's obligation to provide education continues and will be met during a fixed term exclusion. For exclusions up to 5 consecutive days, work will be set and marked. During this period the parents of the excluded pupil should ensure that he/she is not found in a public place during normal school hours without reasonable justification. Parents are subject to a fixed penalty notice fine if they fail to do this.

If, in extraordinary circumstances, a student is given a fixed term exclusion for 6 days or longer, the school has arranged for the student to be taught by Windlestone School staff in either Elemore Hall School or The Meadows from and including the 6<sup>th</sup> school day of the exclusion.

The school would only consider permanent exclusion in the most exceptional circumstances. It considers the statutory review and re-assessment mechanisms as more appropriate to identifying need, and has confidence in the quality of its relationships with parents and/or carers, other professionals, and the LA to support the school when its resources and practice have been totally explored and proved inadequate.

For all fixed term exclusions the school will inform:

- parents/carers,
- the Chair of the school's Student Achievement and Welfare Committee,
- the LA Pupil Casework Officer,
- the Area Coordinator of the School & governor Support Service,
- the Educational Psychology Service,
- the Educational Welfare Service, and
- any other professional involved actively with the student.

For those of more than 15 days a term the school will also inform the Behavioural Support Service.

The Headteacher will report termly on exclusions to the Governing Body.

A meeting of the Student Achievement and Welfare Committee will be convened to consider exclusions when representations are made by parents or in situations where the exclusion has caused the student to miss an opportunity to sit a public examination. If a meeting is requested the Committee must meet no later than 50 school days after they were notified.

A meeting of the Student Achievement and Welfare Committee will be convened to consider exclusions of more than 15 days, Governing Body meetings will be held within 15 days of notification. This will ensure that Governors are aware that a particular pupil is at risk of permanent exclusion and be involved in both the monitoring of the Pastoral Support Programme and the identification of additional support, both internally and from other agencies, for such students.

## RISK ASSESSMENT

Risk Assessment is the process of identifying the hazards present in the workplace and then evaluating the extent of the risks involved, taking into account whatever precautions are already in place, and seeking to alleviate them.

It is important to be clear what is meant by hazard and risk.

A **Hazard** is something with the potential to cause harm.

The **Risk** is the likelihood that harm will occur.

The term “risk” refers to any circumstances, which could lead to adverse outcomes for the student or others. Risks may arise in relation to a number of factors, such as:

- the health care and social support arrangements for the student,
- interactions between the student and his environment,
- the direct impact of behaviour(s) presented by the student, and
- measures and interventions employed to reduce, limit or manage the risks presented to the child and others.

The purpose of Risk Assessment in respect of the students who attend Windlestone is in effect no different from that relating to the building, its fixtures, fittings, and equipment, and the campus for which there is a separate policy. It is to

- protect and minimise the risk of harm to the students, staff and others;
- reduce the incidence of serious and/or extended damage to property; and
- ensure that safe working practices are clearly identified and recorded.

However risk assessment in respect of students also assists staff in:

- exploring the reasons why students behave in ways that pose a risk;
- trying to understand the factors that influence behaviour that poses a risk;
- recognising the early warning signs that indicate that the student’s behaviour is beginning to emerge;
- developing a continuum of approaches; and
- developing the skills to manage difficult situations safely and sensitively.

Risk Assessment is not necessarily a difficult or technical process. In most cases school staff will already be aware of the main hazards and have taken measures to control them. However, the requirement for the Risk Assessment to be done formally and the results written down and brought to the attention of all staff enables staff and others to consider risk issues, act reasonably and learn from what happens in everyday practice. In the main, risk assessment and management involves:

- making rational judgements about risk issues in the light of both experience and knowledge about an individual student,
- weighing available options and taking reasonable risks;

- taking action to implement a range of approaches to support and safeguard students.

As a consequence staff can make decisions and take actions to:

- limit the level of inherent risk to which students and others are exposed;
- take calculated risks to broaden students' experience and maximise their potential;
- avoid unreasonable risks for this students and others

At Windlestone a structured a approach to risk assessment and risk management is advocated. The outcome is effectively a student centred behaviour management plan.

Risk assessment and management is particularly important for students with emotional and behavioural difficulties. Challenging behaviours are often foreseeable, even though it may be difficult to predict exactly when they will occur or the degree of challenge they will pose, and the measures established for managing identified risks should assist all staff as the result of the comprehensive risk assessment the school advocates is in effect a behaviour management plan for the student.

Risk assessment and management can also be used when emergency situations occur in which unforeseen risks occur. In these situations school staff have to act quickly to:

- reflect on the prevailing situation;
- think about issues of risk;
- plan what to do to manage the situation as it occurs;
- review decisions made and actions taken after the situation has settled, in order to inform future management strategies.

Knowledge of the school's risk assessment process will aid staff in emergency situations.

Risk reduction involves an examination of risk management options and consideration of the benefits and drawbacks of each option. Risk reduction options need to be balanced in terms of their benefits and drawbacks for the individual student. Each option can have a positive or negative impact on:

- access to the curriculum;
- social inclusion;
- provision of learning opportunities;
- injury or harm that could arise from the risk reduction options;
- students, school staff and others

There are a number of possible outcomes from adopting risk reduction strategies. Risk reduction might eliminate the risk completely; reduce the type or probability of the risk; limit the seriousness of the risk.

Risk management procedures for students with high risk levels will be shared with parents/carers, and other appropriate professionals.

The risk management strategy will be filed within Casework. Teachers will receive their individual copy of the Behaviour Management Plan .

Knowledge of the students who attend Windlestone is the crucial factor in respect of Risk Assessment. Whilst most staff will have a very good knowledge of the potential difficulties when working with the school's students the school's recording systems are an important source of information. As a consequence the diligence with which all staff use the established recording systems impacts on the quality of Risk Assessments. Other sources of information will include Assessment Advice, Reports of Permanently Excluded Pupils, Social Services Department Reports, and verbal information passed to school.

All students are assessed for risk. The Headteacher is responsible for initial risk assessments and reviewing them at least annually. The Head of Care reviews risk assessments for resident students.

The process of Risk Assessment of students at Windlestone includes the following:

1. The type of behaviour causing concern, including its frequency, whether or not it is judged deliberate, accidental, or involuntary, and a calculation of the level of risk it presents
2. A scale of students predisposition to risk, to aid the process of estimating risk
3. Reasons given for behaviour
4. Trigger points to unusual behaviours
5. Flash points, times and location of greatest risk
6. Adults to whom behaviour is most likely to be exhibited
7. Peers to whom behaviour is most likely to be exhibited
8. Behaviour Management Plan, strategies to be employed to avoid, manage and respond to risks
  - proactive interventions to prevent risk
  - early interventions to manage risk
  - reactive interventions to respond to adverse outcomes
9. Evaluation of risk management strategy

Risk Assessment is a continual process and subject to change. It is the responsibility of all staff to conduct their own risk assessments as any "situation" develops. It is vital for the safety of all that Case Co-ordinators are alerted to potentially new risks.



If the risk arises who may be injured or hurt?	self, other students, staff, visitors, members of public
What kind of injuries or harm may occur?	<b>Major:</b> injury requiring medical treatment/significant damage to property/major disruption to whole school <b>Medium:</b> injury needing First aid treatment/damage to property/or major disruption to class group <b>Minor:</b> injury/minor damage to property/minor but persistent disruption to school or class
How serious are the potential adverse outcomes?	<b>High</b> <b>Medium</b> <b>Low</b>

### Agreed Behaviour Management Plan & Risk Reduction

Measures	Options	Implications	Risk	
Proactive interventions to prevent risk	• restriction of activities	✓	• potentially avoids risk but limits social/curriculum experiences	L
	• additional staffing deployed	✓	• limits risks but impacts on staffing availability elsewhere	L
	• XBSP established	✓	• personal but needs establishing/communicating/ monitoring	L
	• sanctuary referral	✓	• personal/supervised but can affect curriculum continuity	M-L
	• individually adjusted timetable	✓	• limits risks but limits curriculum experiences	L
	• involvement of named staff:	✓	• potentially decreases risk, personal but impacts on staffing	L
	• other:			
Early interventions to manage risks	• planned withdrawal to other than library	✓	• needs staffing availability & student cooperation	H-M
	• especially managed supervision	✓	• needs particular staffing availability & student acceptance	H-M
	• time out given	✓	• needs familiarity with & acceptance, and time limits imposed	M
	• sending home for health & safety	✓	• needs transport, student & parental/carer acceptance	L
	• replacement of staff	✓	• needs staffing availability	M
	• involvement of Leadership Team	✓	• needs availability of Leadership Team members	M
	• other:			
Reactive interventions to respond to adverse outcomes	• removal of peer group	✓	• may lead to resistance from student or peer group	H-M
	• restriction access/exit/diversion	✓	• may lead to resistance and higher restrictive interventions	H-M
	• time out	✓	• may lead to resistance and higher restrictive interventions	M
	• supervised isolation	✓	• necessitates cooperation & may be resisted	H-M
	• holding standing or seated	✓	• may be resisted and cause even further escalation or injury	H-M
	• fixed term exclusion	✓	• may cause alienation etc & shift risk to community	L
	• call emergency services	✓	• potential delay, & may cause alienation etc	H-M
	• other:			

**Established by:** P Jonson

**Relationship to student:** Headteacher

### Communication of Agreed Behaviour Management Plan & Risk Reduction

Plans & Strategies shared with	Communication Method	Date:
• student	• orally	6 September 2007
• parents/carers	• post	6 September 2007
• involved social worker	• post	6 September 2007
• school staff	• orally & logged in Risk Assessment file in staffroom	4 September 2007
• J Stout , Children & Young People's Services	• post	6 September 2007

### Staff Training Issues

Identified training needs	Training provided to meet needs	Training date
• 2 staff trained as Team-Teach Instructors	• school Team-Teach Instructors attend and pass re-accreditation course	• Nov 6-7 2006
• professional staff trained in Team Teach de-escalation and holding techniques on annual basis	• professional staff regularly trained in Team-Teach de-escalation and holding techniques updates	• 4 September 2007
• new professional staff trained in Team Teach de-escalation and holding techniques	• Training provided	• 3 September 2007
○ all LSSAs First Aid in the Workplace Certification	• Training maintained	• 16 April 2007
• CP&WPC and RCCO First Aid at Work	• Training maintained	• 14 June 2005

### Evaluation of Agreed Behaviour Management Plan & Risk Reduction

Measures set out	Effectiveness in supporting the student	Impact on risk
Proactive interventions to prevent risk:		
Early interventions to manage risks:		

Reactive interventions to respond to adverse outcomes:		
<b>Action for the future:</b>		
<b>Evaluated by:</b>		
<b>Relationship to student:</b> Headteacher/Case Co-ordinator		Date:

**WINDLESTONE SCHOOL  
RESIDENTIAL RISK ASSESSMENT**

Name of student:	Date of birth:
Risk Assessor:	Date:

**1. Types of behaviour causing concern**

Frequency H hourly D daily W weekly M monthly	Behaviour (If helpful to others supporting and managing the student, because of its distinctiveness give brief description of behaviour)	Basis O Opinion K Known	Intention D Deliberate A accidental I involuntary	RISK		
				Hazard (potential for harm) 1 Rare 2 Occasional 3 Frequent 4 Persistent	Probability (likelihood of harm) 1 Improbable 2 Possible 3 Probable 4 Likely	Level of Risk (level of hazard x probability)
<input type="checkbox"/>	Disruption.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Vandalism.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Bullying.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Fighting..... ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Violent & aggression.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Absconding/absenting .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Substance/alcohol misuse:.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Treats & invective.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Impulsive dangerous behaviour.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Self harm.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	Discriminatory behaviour.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Inappropriate sexual behaviour.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Medically related behaviour.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other (please specify):.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2. Reason given for behaviour**

*(please tick)*

SMT/LSSA/Teacher/SEN Assessment/Other

<input type="checkbox"/>	Frustration	SMT/LSSA/Teacher/SEN Assessment/Other
<input type="checkbox"/>	Conflict	SMT/LSSA/Teacher/SEN Assessment/Other
<input type="checkbox"/>	Pressure	SMT/LSSA/Teacher/SEN Assessment/Other
<input type="checkbox"/>	Ego defensive	SMT/LSSA/Teacher/SEN Assessment/Other
<input type="checkbox"/>	Inappropriate response to challenge	SMT/LSSA/Teacher/SEN Assessment/Other
<input type="checkbox"/>	Failure to anticipate/accept consequentiality	SMT/LSSA/Teacher/SEN Assessment/Other
<input type="checkbox"/>	Poor response to structured environment	SMT/LSSA/Teacher/SEN Assessment/Other
<input type="checkbox"/>	Peer Dynamics	SMT/LSSA/Teacher/SEN Assessment/Other
<input type="checkbox"/>	Alcohol Abuse	SMT/LSSA/Teacher/SEN Assessment/Other
<input type="checkbox"/>	Drugs/Substance Abuse	SMT/LSSA/Teacher/SEN Assessment/Other
<input type="checkbox"/>	Control Issues	SMT/LSSA/Teacher/SEN Assessment/Other
<input type="checkbox"/>	Learned Behaviour	SMT/LSSA/Teacher/SEN Assessment/Other
<input type="checkbox"/>	Sexual Perpetrator	SMT/LSSA/Teacher/SEN Assessment/Other
<input type="checkbox"/>	Educational difficulty	SMT/LSSA/Teacher/SEN Assessment/Other
<input type="checkbox"/>	Racial Attack	SMT/LSSA/Teacher/SEN Assessment/Other
<input type="checkbox"/>	Gender Issues	SMT/LSSA/Teacher/SEN Assessment/Other
<input type="checkbox"/>	Psychological/Psychiatric	SMT/LSSA/Teacher/SEN Assessment/Other
<input type="checkbox"/>	Other	SMT/LSSA/Teacher/SEN Assessment/Other
<input type="checkbox"/>	Other	SMT/LSSA/Teacher/SEN Assessment/Other

**3. Trigger Points to Other Behaviour** *(please tick)*

<input type="checkbox"/>	Family Issues	<input type="checkbox"/>	Educational Issues
<input type="checkbox"/>	Control Issues	<input type="checkbox"/>	Peer issues
<input type="checkbox"/>	External Issues, police, court etc.	<input type="checkbox"/>	Issues relating to the structured environment

Social Time: which times?.....

Issues with certain staff/peer groups: who?.....

Other: what?.....

**4. Flash Points** - (Locations and Times, of greatest risk)

<b>Time/location of Behaviour &amp; Notes</b>	<b>Disruption</b>	<b>vandalism</b>	<b>Bullying</b>	<b>Fighting</b>	<b>Violence &amp; Aggression</b>	<b>Abseonding/ Absenting</b>	<b>Substance mis-use</b>	<b>Threats &amp; invective</b>	<b>Impulsive dangerous</b>	<b>Self harm</b>	<b>Discriminatory behaviour</b>	<b>Inappropriate sexual behaviour</b>	<b>Medically related behaviour</b>	<b>Other:</b>
<b>Behaviour during night</b>														
<i>Notes:</i>														
<b>Behaviour when woken AM</b>														
<i>Notes:</i>														
<b>Behaviour at mealtimes</b>														
<i>Notes:</i>														
<b>Behaviour before school</b>														
<i>Notes:</i>														
<b>Behaviour from meetings room</b>														
<i>Notes:</i>														
<b>Behaviour in lessons</b>														
<i>Notes:</i>														
<b>Behaviour in practical lessons</b>														
<i>Notes:</i>														
<b>Behaviour in Library</b>														
<i>Notes:</i>														
<b>Behaviour going between lessons</b>														
<i>Notes:</i>														
<b>Behaviour on educational trips</b>														

<i>Notes:</i>														
<b>Behaviour during break times</b>														
<i>Notes:</i>														
<b>Behaviour during social activity time</b>														
<i>Notes:</i>														
<b>Behaviour in Games Room</b>														
<i>Notes:</i>														
<b>Behaviour on social trips</b>														
<i>Notes:</i>														
<b>Behaviour in Minibus</b>														
<i>Notes:</i>														
<b>Behaviour in taxis</b>														
<i>Notes:</i>														
<b>Behaviour with a single adult</b>														
<i>Notes:</i>														
<b>Risk of Absconding from School</b>														
<i>Notes:</i>														
<b>Risk of Absconding from Trips</b>														
<i>Notes:</i>														
<b>Behaviour when going to bed</b>														
<i>Notes:</i>														
<b>Behaviour if medication untaken</b>														
<i>Notes:</i>														
<b>Other behaviour</b>														
<i>Notes:</i>														
<b>Other behaviour</b>														
<i>Notes:</i>														

<b>Other behaviour</b>													
<i>Notes:</i>													

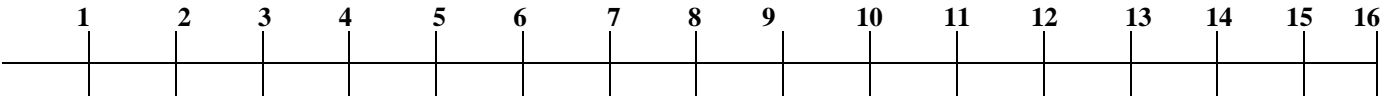
**5. Adults to whom behaviour is most likely to be exhibited (please tick)**

- All staff
- Newly recruited staff (male/female/ethnic minority)
- All women
- All men
- All ethnic minority staff
- Visitors
- Other (e.g. disabled, etc)
- Sessional staff (male/female/ethnic minority)
- Some women (younger/older/ethnic minority)
- Some men (younger/older/ethnic minority)
- Some ethnic minority staff (younger/older/men/women)
- Members of the public

**6. Peers to whom behaviour is most likely to be exhibited (please tick)**

- All peers
- All female peers
- Some male peers (younger/older/ethnic minority/emotionally vulnerable)
- Some female peers (younger/older/ethnic minority/ emotionally vulnerable)
- All male peers
- All ethnic minority peers

**7. Scaling students' predisposition to risk**



numerous incidents of non-compliance and severe challenge including dangerous, violent and aggressive behaviour characterised by bullying and assault associated with premeditation, and undermining adult authority to the detriment of the security of the structured environment and the safety and welfare of other students and adults

numerous incidents of non-compliance and severe challenge including violence and aggression associated with a loss of emotional control, regular absencing from class necessitating monitoring, and the undermining of adult authority to present challenge to the security of the structured environment

commonplace incidents of non-compliance/challenge including dangerous behaviour associated with impulsiveness, a lack of anticipation and acceptance of consequentiality, and absencing or absconding, and ignoring adult advice and guidance

regular incidents of non-compliance/challenge including aggressive confrontations with others, and avoiding adult supervision

occasional incidents of non-compliance/challenge associated with mood swings

normal range of behaviour given age, maturity, emotional difficulty, and personal circumstances

## 8. Behaviour Management Plan, Strategies to be employed to prevent, manage, respond to, risks

### Proactive interventions to prevent risk

- Teaching group size maximum 8 with normal staffing.....
- Teacher and LSSA in all class groups.....
- Restriction of school based activities.....
- School day-to-day management undertaken by minimum 2 duty leaders.....
- Restriction of educational visits.....
- Restriction of school based/social activities.....
- Restriction of access to machinery and equipment.....
- Movement to parallel class group for some lessons.....
- Special seating arrangements classroom/dining room/meeting room.....
- Increased frequency of personal tutorials.....
- Pre school telephone call home, to ascertain mood.....
- Additional LSSA support in class.....
- Specific LSSA support in particular lessons.....

- X BMP established.....
- Specific LSSA support in particular lessons.....
- Supervised medication.....
- Individually adjusted timetable.....
- .....
- .....
- .....
- .....
- .....

**Early interventions to manage risk**

- Library respite availability.....
- Planned withdrawal to other than library.....
- Any supervision especially managed.....
- Parental arranged attendance in school/class.....
- Taxi/minibus availability to take home.....
- Specific timeout arranged with Duty Leaders .....
- Referral to Head of Student Support.....
- Referral to Head Headteacher.....
- .....

**Reactive interventions to respond to adverse outcomes**

- Removal of peer group.....
- Replacement of staff.....
- Restriction of access.....
- Restriction of exit.....

- \_\_\_\_\_
- One to one supervision.....
- Physical holding by one staff member.....
- Physical holding by minimum of two staff.....
- Post school telephone call home to give feedback.....
- Taxi/minibus availability to take home.....
- Fixed term exclusion.....
- Inform police of absconding/leaving campus.....
- .....

**9. Evaluation of risk management strategy**

Measures set out	Effectiveness in supporting student	Impact on risk
Proactive interventions to prevent risk		
Early interventions to manage risk		
Reactive interventions to respond to adverse outcomes		
<b>Future action:</b>		

Evaluated by:

Date:

**NOTES**

