**Manor Green College**

| MGC BEHAVIOUR POLICY |
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## 1. Introduction

At Manor Green College, Every Child Matters and so has a right to feel safe, stay healthy and to learn in a motivating and enriching learning environment that promotes individual success. We are committed to addressing all incidents of negative behaviour, including but not limited to, disruption of learning, disrespect, verbal and physical abuse and bullying.

At the heart of our approach are the two core beliefs that, wherever possible, students can be taught to understand the underlying causes of their negative behaviour, to recognise triggers, to take responsibility for their actions, and to learn the skills necessary to manage, their own behaviour.

Secondly, that where students can be helped to develop the confidence to feel proud of who they are and what they can achieve, their need to express anger or frustration will reduce.

## 2. Purpose

1. The purpose of this policy is to promote high standards of behaviour within the College and to deter negative behaviours, especially all forms of bullying.
2. The College recognises the duty under DDA legislation to ensure that no student is subject to discrimination as a result of the implementation of this policy.

## 3. Principles:

1. Everyone who attends, visits or works at MGC has the right to be treated with respect and courtesy at all times.
2. We have a duty to ensure all students and adults are kept safe and that every student has a right to access learning without disruption.
3. All adults are part of a whole College team and so no-one should feel isolated or alone when managing negative behaviours.
4. The college is committed to working closely with parents/carers and other agencies, as required.
5. Positive behaviours should be recognised, celebrated and rewarded.
6. Each student is managed as an individual, with consistency, by all adults, and that this is achieved by high quality written and verbal communication.
7. All adults adopt a '**no blame**' approach to dealing with inappropriate behaviour.

**We address the behaviour without judging the person.**

8. The underlying causes of negative behaviour are a complex mix of emotional, social/environmental and developmental factors.
9. All students should learn to respect and respond to accepted social boundaries and expectations.
10. We encourage positive behaviour because simply suppressing negative behaviour (external control) does not give students the chance to understand and learn their own long term strategies (internal control) to help them manage in the community.
11. Wherever possible, students should learn to become responsible for managing their own behaviour:

## 4. Our aims are that:

1. Every student feels confident and positive about themselves, and is proud of who they are and what they can achieve.
2. Every adult at the College has a deep understanding of the underlying causes of negative behaviour, is able to recognise these for individual students and is able to modify their management approach accordingly, with long term sustainable progress in mind.

3. Through early identification and intervention of low level behaviours, escalation is reduced, and behaviour is managed to ensure the uninterrupted learning and safety of others.

4. All students are able to understand and recognise accepted social boundaries and expectations.

5. Where students have the cognitive capacity to understand their behaviour, they are taught to recognise their feelings and emotions as drivers of negative behaviour, and given strategies and support to self manage and control their potential behavioural reactions.

6. Where students do not have the cognitive capacity to understand their behaviour, or their behaviour is 'hard wired' because of post natal or congenital developmental difficulties, continual and consistent reinforcement of positive expectations will take place, over a sufficient period of time, so that behaviours are modified and re-learned.

## 5. To achieve these aims, every member of the staff team must:

1. Actively promote, communicate and model high standards and expectations of good behaviour to all students at all times.

2. Provide regular and routine positive feedback to students to reinforce their good behaviour.

3. Use the 5 levels of Intervention framework where students are experiencing significant behavioural barriers to learning.

4. Commit to open, continuous discussion with colleagues, learn from each other, and help identify those students whose behaviour requires routine management,

5. Discuss and agree within the relevant KS team, on a case by case basis, management strategies, rewards and sanctions, so contributing to the evolution of effective PHPs.

6. Apply a consistent approach to the management of individual student behaviour, by taking into account the individual needs and differences of each student. The strategies in the PHP should be adhered to by all staff.

7. Take responsibility for monitoring all student attitudes, social interactions and behaviour.

8. Take responsibility for taking immediate positive action whenever standards of student behaviour and language fall short of expectations. *Pick up on everything and follow it through*. Ensure, by your commitment and actions, that students see every member of staff as being responsible for managing poor behaviour.

### The *certainty* of the sanction is more important than the *severity*

9. Ensure student participation in rule and boundary setting.

10. Ensure students are given information and guidance about their behaviour, based on rights and responsibilities

11. Help students to recognise and manage their strong emotions and feelings, especially anger, frustration and anxiety, and so make positive choices about their behaviour.

12. Discuss behavioural difficulties with students in order to encourage reflection about causes and consequences and to develop longer term goals for improvement.

### A behavioural outburst can provide an important learning opportunity.

13. Recognise the difference between 'conscious/deliberate' behaviour and 'unconscious/irrational/non deliberate' behaviour, and address it accordingly.

14. Build positive relationships between adults and students, to encourage respect and empathy for others.

15. Develop in students the capacity to feel proud of achievements and success, both their own and others, and to encourage a sense of optimism about their futures.

## 6. For students who are experiencing more extreme difficulties

1. Parents should be involved at an early stage of worsening difficulties.
2. Any student for whom a Physical Intervention has either been used, or may be required, should have a Positive Handling Plan discussed and agreed between relevant College staff, parents or carers. Other agency professionals should be included as required.
3. Class teams to make parents/carers aware of Physical Interventions on the day they happen.
4. The strategies in the PHP should be adhered to by all staff.
5. Where planning is required to manage very difficult behaviour, staff teams must discuss and review planning on a regular and routine basis.
6. Management strategies, rewards and sanctions should be discussed and agreed on a case by case basis by the relevant team.
7. Fixed Term Exclusion will be considered by the Headteacher, on an individual case basis, where there has been either the threat of, or actual, violence, or other extreme circumstance. Exclusion will only be authorised where there is a clear and beneficial purpose for doing so.
8. Where Physical Intervention is required, the Headteacher delegates, through this policy, authority to all staff at the College to use Physical Intervention:
   - only as a *last resort option* to prevent harm, injury or damage to students, adults or property
   - by staff who have been Team Teach trained if they are immediately available, or if unavailable, any member of the College staff team, using a *minimum of force* (reasonable and proportionate) for a *minimum of time*.
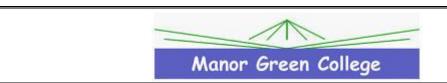   
   (see appendix The use of Physical Intervention at MGC)
9. All staff are expected to respond to a request for help from a colleague when managing very difficult behaviour.
10. All staff must participate in bi-annual refresher training in Team Teach and Safeguarding.

## 7. The Use of reasonable Force

1. All members of College staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006).

2. This power applies to any member of staff at the College. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit (see Appendix 1 – 'Extracts from Department for Education Guidance on the use of reasonable force' for more details.

## 8. Pupils behaviour outside the school premises

1. Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable".

2. The College will apply appropriate sanctions to regulate off-site behaviour whenever there is a need. Such activities include school trips, work experience, further education courses or other courses organised as part of the pupils' school programme and sports events.

## 9. Abuse or intimidation of staff outside school

Members of College staff have the same rights of protection from threat as any citizen in a public place. The College will not tolerate incidents of abuse or intimidation of its staff including unacceptable conduct by pupils when not on the College site, and when not under the lawful control or charge of a member of staff of the College. The College will always take seriously reports of such behaviour and apply appropriate sanctions when the pupil is next in school. Staff should report any incidents that occur off site on CPOMS.

## 10. Accusations against School Staff

1. An accusation made against a member of staff will be dealt with by the school according to its nature of application of the relevant school policy giving due regard to the statutory guidance from the Department for Education.

2. Where pupils are found to have made malicious allegations the school will apply an appropriate sanction. This could include fixed-term or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

## 11. SECLUSION

Manor Green College uses calming/intervention rooms to support children experiencing challenging behaviour which presents a significant or unsafe challenge.

Removal to a calming room is a recognised strategy used within the range of restrictive practice. At Manor Green, we believe that the use of our calming rooms by pupils should be in a proportion to the consequences it intends to prevent.
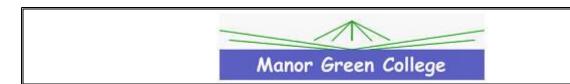
**The 2010 Guidance, referring to the 2002 Guidance principle states;**

*The use of seclusion (where a person is forced to spend time on their own against their will) is a form of physical intervention and should only be considered in exceptional circumstances. The right to liberty is protected by criminal and civil law and seclusion outside the Mental Health Act should always be proportionate to the risk presented by the pupil.*

The calming rooms should NOT be used as a sanction and must only be used in 'exceptional' circumstances. These circumstances can be defined as:

· The pupil's behaviour being so persistent and targeted that the only way to maintain their safety and that of others is to remove them to a place where risk can be reduced and the individual supported.

· This is done when, despite a high staff to pupil ratio, it is not possible to avoid injury.

· The calming rooms are used as a remedy of last resort when a team of highly trained staff can no longer maintain a safe environment.

It is essential that children are observed and supported at ALL times whilst using the calming room and that, if possible and safe to do so, the door is open to a degree. The length of seclusion is largely dependent on the level of risk being presented by the pupil. Seclusion preferably should be for no more than 10 minutes, however, some pupils at Manor Green can demonstrate behaviour which presents as significant aggression and violence and therefore present a heightened risk of significant injury to themselves or others. Period of seclusion MUST be recorded on pink forms detailing reasons why it was necessary.

**Manor Green College**

| 12. SAFE SPACE |
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At Manor Green College we employ the use of a Safe Space, a multi-purpose environment that can be used as a therapy and sensory space for pupils with complex needs.  It can be used as a 'chill out' space in order to provide a low stimulation area for pupils to calm and to support self-regulation.

In certain situations it may be appropriate to move a pupil to the safe space in order to support them to be safe when their behaviour becomes challenging and unsafe.  At no time should a pupil be left unsupervised whilst using the space and they must be observed at all times.  The use of the safe space must only be used as part of an agreed positive handling plan with specific strategies detailed in its use.

*Please also refer to the College's E-Learning Policy*

**This policy was formally agreed and ratified by the Governing Body on _17.01.2023_____**

**Signed:** *John Drury_____*
**Mr J Drury**
**Chair of Governors**

Date of next Review: Spring Term 2023

**Appendix 1 – Extracts from the Use of reasonable force from Department for Education July 2013**

**What is reasonable force?**
1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

3. 'Reasonable in the circumstances' means using no more force than is needed.

4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

**Who can use reasonable force?**
 All members of school staff have a legal power to use reasonable force2.

 This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

2 Section 93, Education and Inspections Act 2006
**When can reasonable force be used?**
 Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

 In a school, force is used for two main purposes – to control pupils or to restrain them.

 The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

 The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

**Schools can use reasonable force to:**

 remove disruptive children from the classroom where they have refused to follow an instruction to do so;

 prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

 prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

 prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

 restrain a pupil at risk of harming themselves through physical outbursts.

**Schools cannot:**

 use force as a punishment – it is always unlawful to use force as a punishment

**Appendix 2 – Searching, screening and confiscation – Guidance from Department of Education July 2022**

This advice is intended to explain schools' powers of screening and searching pupils so that school staff have the confidence to use them. In particular, it explains the use of the power to search pupils without consent. It also explains the powers schools have to seize and then confiscate items found during a search.

Please click this link to access the Guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf