

**Outcomes
First
Group.**

Behaviour Policy

Brick Lane School
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1.0 INTRODUCTION

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.

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

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the special educational needs and disability (SEND) code of practice and:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

2.0 MISSION STATEMENT

Brick Lane School is dedicated to ensuring that our school environment supports learning and the well-being of pupils and staff through a strong sense of community cohesion. Co-operation, support, and respect are the foundations of our community and we work hard to provide a safe school where pupils feel included in every aspect of school life and comfortable to voice their opinions.

This policy outlines what we expect from all our pupils in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our school community and is written in line with our governing body's statement of behaviour principles. Good behaviour and self-discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years. **At all times, the pupils' behaviour will be considered in the context of their diagnosed special educational needs.**

3.0 STANDARDS OF BEHAVIOUR

3.1 School

The school understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally, and will never denigrate pupils or colleagues. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account the pupils' special educational needs as well as the additional challenges that some of our vulnerable pupils may face. Staff are trained to develop behavioural strategies as part of their continual professional development. For example, physical intervention training related to safe physical interventions and designing Personal Behaviour Support Plans. Staff are well informed of the extent of their disciplinary authority.

We work closely with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The school will report behaviour, good or poor, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are up on walls in classrooms and situated around the school.

Staff are a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times, to check that pupils are using the school premises and grounds respectfully and behaving appropriately.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of their diagnosis and/or mental health needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these pupils often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils. All pupils have an Individual Behaviour Plan and/or Pastoral Support Plan designed to address a range of behaviours that may be challenging or make coping with social norms difficult, for example, unable to transition between classrooms or home to school.

Staff seek advice from our in-house multi-disciplinary team and from external agencies, where necessary, to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's special educational needs policy for more information.

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. For more information, see section 6 of this policy and our Anti-Bullying Policy.

3.2 Pupils

The school expects all of our pupils to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, belittling, or bringing intentional harm to other pupils or staff will not be tolerated. Pupils are ambassadors to our school even when off school premises, and we expect them to act accordingly. They are expected to obey school rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as report cards, pastoral support programmes or parental contracts. School work and homework should be as well presented as possible, completed to the highest standard achievable, and handed in on time. Staff will always gauge the level, amount and frequency of homework to ensure pupils' anxiety levels are not unduly increased. If pupils show signs of struggling to meet the requirements of their workload for any reason, staff and parents will support the pupils. The school asks that pupils and parents carefully read this policy.

Under no circumstances will illegal or inappropriate items be tolerated in school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances:

- verbal abuse to staff
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- bullying (to the extent not covered above)
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances including "synthetic highs"
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug or other substances including "synthetic highs"
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

Further clarification on exclusion can be found in the Exclusion Policy.

3.3 Parents

Parents play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that parents sign the home-school agreement to indicate that they will respect and support the school's behaviour policy and the authority of the school staff. Building school life into a natural routine – ensuring that your child is at school on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to school rules and procedures. We also expect parents to provide nourishing packed lunches.

We ask parents to work with the school in support of their child's learning, which includes informing the school of any personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the headteacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of fixed term exclusions, parents are expected to provide appropriate supervision for their child during the time that they are excluded from school, ensure that their child is not present in a public place during school hours without reasonable justification and to attend a reintegration interview at the school with their child upon their return.

4.0 SCHOOL RULES THAT APPLY AT ALL TIMES

- Always be on time.
- Keep your appearance smart and tidy, and wear specified school uniform at all times to and from school. Wear appropriate kit for sports and games where changing facilities allow.
- Rude, derogatory, racist or defamatory language will not be tolerated.
- Be considerate of your peers and the extended community. Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
- Be polite and respectful at all times. This applies to staff, other pupils, any visitors to the school, and to members of the general public.
- Take care of your environment, both on the school site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.
- Unauthorised absence from school will not be tolerated.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances, for example, fire extinguishers.
- Gambling is not allowed on school property.
- The following items are not allowed in school under any circumstances:
 - Alcohol and drugs
 - E-Cigarettes, cigarettes, matches, and lighters
 - Chewing gum
 - Weapons of any kind or instruments/substances intended to be used as weapons
 - Material that is inappropriate or illegal for children to have; such as racist or pornographic material

Much of what we do is designed to prepare students for life outside school. This includes the use of mobile phones which are in everyday use by millions of people in the UK. Our policy is designed to develop autonomy and appropriate attitudes to the use of mobile phones as well as protect students' privacy. Staff and students receive regular guidance on the use of social media. If parents choose to send their children to school with a phone, we respect that wish. Mobile phones must be handed into reception upon arrival and collect them at home time.

If students cannot follow this policy, parents will be asked not to send their children to school with a mobile phone.

4.1 Drugs

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school takes a strong stance and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Pupils may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

Prescription drugs

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. We advise that pupils should not carry these in school. If they need medication they must be taken by a member of staff to the medical room.

Medication

We are aware that it may be necessary for some pupils to take medication during the school day. Parents should make the school aware of this in writing as soon as their child starts taking the medication.

We have trained staff who can safely administer controlled drugs: it is the parents' responsibility to inform the school about all medication required by their children.

4.2 Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any pupil involved in any alcohol-related activity may be permanently excluded.

All of these rules also apply when travelling to and from school.

5.0 CLASSROOM MANAGEMENT OF BEHAVIOUR

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Design personalised behaviour reward systems to motivate behaviour and learning
- Remind pupils of, and model, the expected code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

5.1 An assertive voice

Staff will be expected to maintain an assertive voice when working with children and young people displaying challenging behaviour.

Assertiveness allows the development of positive, respectful relationships between staff and pupils. Assertive teachers and assistants create a presence in the classroom, and use a range of tools and strategies to manage behaviour in a non-confrontational manner. All in all, an assertive school is a dynamic, positive environment.

Examples of an assertive voice:

- You need to...
- In 5 minutes, I will see...
- You should be...
- When you ... then you...

- I am giving you a choice to ... or ...
- First we will... then we will...
- You are working towards...
- Stop.
- This is your first/second warning.
- If you... then ...
- You have lost the opportunity to earn...because ...
- You can earn... by...

5.2 One Voice Policy

When dealing with challenging behaviour or behaviour incidents, please ensure the use of a 'One Voice' Policy. One voice policy means that only one person deals directly with the pupil/s during an incident. Feedback, if needed, can be given to the staff later if required. If the staff leading and using the one voice policy invites you into the conversation with the pupil/s, that means that you will then become the 'one voice'.

This includes redirecting unnecessary staff away, directing staff on how you want them to support the pupil/s and coordinating de-escalation strategies.

Staff will be expected to use their assertive voice to inform others that they are leading and direct staff accordingly. There is no hierarchy.

5.3 Post Incident

Staff involved in managing challenging behavior or behavior incidents must also work together to ensure:

- first aid and any other appropriate post incident support is sought for the pupil;
- teaching teams for each pupil involved are aware;
- contact with home is made, where necessary, by the relevant staff member;
- staff involved are aware of who will be responsible for completing the relevant behaviour and/or safeguarding reports;
- Any class-based consequences are actioned and followed through;
- SMT are informed when appropriate.

It is the teaching team's responsibility to identify trends and patterns in pupil behavior and make the appropriate action, e.g. an MDT referral.

6.0 BULLYING

Brick Lane School wants to make sure that all pupils feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Targeted

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the headteacher
- provide support and reassurance to the victim
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions

- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- consider exclusion in cases of repeated bullying.

Our staff are trained in, and conscious of, all types of bullying and work closely with parents and outside agencies to ensure pupils are safe from bullying in and out of school hours. Staff and pupils receive regular updates about staying safe online: these updates will be shared with parents via our website.

Please read in conjunction with our Anti-Bullying Policy.

7.0 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

Manage the incident internally

Refer to early help

Refer to children's social care or the Local Authority Designated Officer (LADO)

Report to the police

Please refer to our child protection and safeguarding policy for more information.

8.0 DISCIPLINARY SANCTIONS

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. Brick Lane School operates using the following disciplinary measures.

In the vast majority of instances, pupils' misbehaviour is minor and staff closest to the undesired behaviour are expected to reduce and stop pupils misbehaving. On occasions when additional sanctions are required, the matter will be reported to the pupil's tutor who will remind the pupil about our expectations. In most cases, parents will be informed if the matter is sufficiently serious.

If the unwanted behaviours continue, the Assistant Headteacher for the relevant age-group will engage with parents and request a meeting at the earliest opportunity. These parental meetings will also be attended by the Deputy Headteacher and/or the Headteacher.

If staff deem the behaviour to be sufficiently serious, they can escalate the matter immediately to the senior management team.

Sanctions are adapted relating to the seriousness and frequency of the behaviour and may include: making up lost time for work missed, restorative justice, missing out on reward opportunities and being on report. Although challenging behaviour, including bullying, is dealt with promptly and fairly, sanctions are not made public to all students and parents.

The school also reserves the right to exclude pupils: exclusions, fixed term or permanent are at the discretion of the headteacher. If a pupil is found to be wilfully causing damage, then we reserve the right to seek financial compensation from parent and carers.

8.1 Searching and confiscation

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal, or banned by the school. It is our first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice.

A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item that the school's rules say must not be brought into school. The headteacher and other members of staff authorised by the headteacher have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "synthetic highs"
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Any cigarettes and e-cigarettes confiscated in school will be destroyed.

8.2 Use of force

All Brick Lane School staff must undergo specialist training in de-escalation and restraint techniques. Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any pupil (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the headteacher has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the school premises – i.e. on a school trip.

Following any incidents involving the use of force, the school will inform the parents concerned. School will record and monitor any incidents requiring physical interventions.

8.3 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer – LADO where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Safeguarding and Child Protection policy for more information on responding to allegations of abuse against staff or other pupils.

9.0 THE USE OF RESTRICTIVE PHYSICAL INTERVENTION (RPI)

This policy should be read in conjunction with OFG's - *The Use of Restrictive Practices and Restraint*

Terms of Reference

Many of the children and young people at Brick Lane School can display a variety of challenging behaviours which result in a range of strategies, including RPI being used, in order to reduce risk.

Staff are encouraged to adopt different methods of de-escalation via appropriate training and the promotion of positive relationships throughout the school and children's homes. By doing this we wish to create an environment whereby all parties are kept safe but that also encourages children and young people to be involved in the process of being reflective about their behaviours.

The organisation uses, Crisis Prevention Institute Safety Interventions as a preferred method of RPI as approved by BILD and certified by the restraint reduction network (RRN). The definition of RPI for holding as stated by safety interventions is:

The use of a physical intervention to restrict a person's liberty of movement'.

As a company we adopt the approach and follow the guidance from *the HM Government: reducing the Need for*

1.8 The terms restrictive intervention and restraint are used interchangeably in this guidance to refer to:

- *planned or reactive acts that restrict an individual's movement, liberty and/or freedom to act independently*

1.10 In this guidance restrictive interventions and restraint can include, depending on the circumstances:

- *Physical restraint: a restrictive intervention involving direct physical contact where the intervener's intention is to prevent, restrict, or subdue movement of the body, or part of the body of another person*

RPI involves a range of techniques according to the level of risk children and young people are presenting to themselves or others. At Brick Lane School the use of RPI is always a last resort, unless otherwise stated in a Pen Portrait where other means of de-escalation are unsuccessful and where the degree of risk has been appropriately assessed.

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

The use of RPI as a strategy in event of a situation that involves elevated risk will always be determined in reference to:

- The seriousness of the incident
- The relative risks arising from using a physical intervention compared to an alternative strategy
- The age, needs, culture, background, gender, stature and medical history of the student
- The application of increasing or decreasing force in response to the children and young person's behaviour.

Staff Authorisation to use restrictive physical intervention/staff training:

Brick Lane School recognises that as employers we are responsible for ensuring that staff receive training, which is inclusive of updates and refresher courses appropriate to their role and responsibility.

Qualified instructors support staff with workshops where reflection and review of strategies can be undertaken. All staff working directly with children and young people at Brick Lane School will receive training in de-escalation and RPI techniques. The adopted method chosen by the organisation is that of 'Safety Interventions'. This is a framework that encompasses a range of approaches and methods to manage and reduce challenging behaviour.

By using Safety Interventions, we ensure that the positive handling strategies used with the young people have sufficient range and flexibility to be appropriate across the age and development range. Training provided by on site instructors enables the staff group as a whole to feel more confident and competent in their management of challenging behaviour.

The school aims to promote the least intrusive positive handling strategies with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies and disengagement skills being used and exhausted before RPI strategies are used, unless otherwise stated in a specific Pupil Risk Assessment.

Brick Lane School maintains an in-house team of trainers at foundation and Advanced levels which meets all its training and support needs.

All SAFETY INTERVENTIONS principles and skills have been risk assessed independently taking into consideration risks to both the young person and staff on 5 different levels;

- Psychosocial
- Soft Tissue
- Articular or Bone
- Respiratory
- Cardiovascular

Justifications to use reasonable force where Restrictive physical intervention is required;

As a general rule nobody has the right to touch, move, hold or contain another person, however the staff at Brick Lane School act within exceptional circumstances and operate within a higher duty of care due to the needs of each individual.

Therefore, we set out to clearly define the justifications by which the staff are to use restrictive physical intervention in order to maintain appropriate practice. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

The staff will work within the following parameters:

*They should be able to show that any actions taken were in the young person's **BEST INTEREST** and that actions were **REASONABLE AND PROPORTIONATE**.*

RPI can be used for a number of positive outcomes:

- *To prevent injury to self or other children*
- *To prevent injury to staff members or any other person*
- *To prevent serious damage to property or to prevent a criminal offence from occurring*

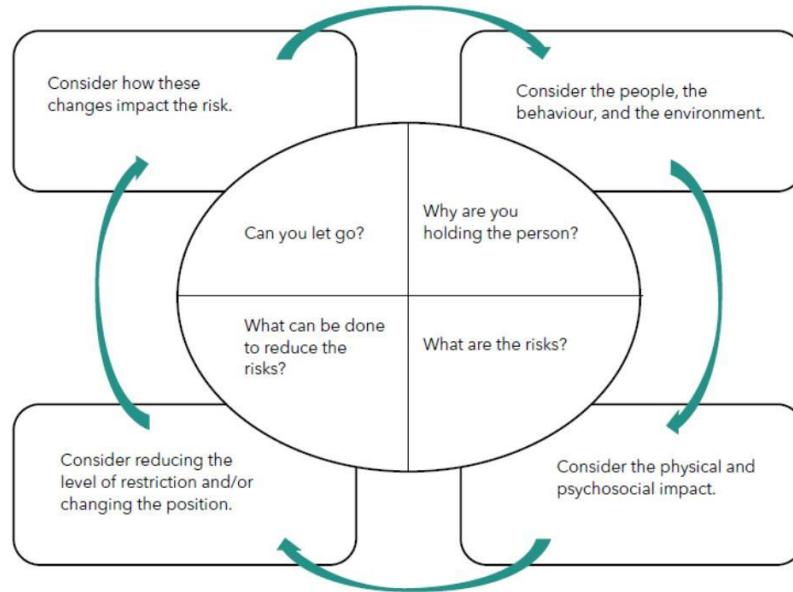
The above justifications are applied both in care and education settings, however in education intervention can also be applied in the following instance:

- *Any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its students.*

As outlined in *The Use of Reasonable Force* some examples of situations where this could be implemented if all other strategies and skills have failed:

- *Remove a disruptive child from the classroom where they have refused to follow an instruction to do so;*

Figure 4: The Opt-Out SequenceSM



- *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.*

The staff at Brick Lane School have all been trained to use the Opt-Out sequence, as an active decision making framework. This enables our staff to assess the continued risk in order to minimise the duration and take reasonable actions to prevent and seek alternative non-physical intervention strategies.

In order to ensure everybody's Care, Welfare, Safety and Security during a restraint, a number of key observations must be maintained throughout, as such events can quickly become medical emergencies.

It is important to note that behavioural strategies such as 'withdrawal', 'seclusion' and 'time out' can be viewed as forms of physical intervention. These are defined as follows:

- **Withdrawal** - involves removing a child or young person from a situation which causes anxiety or distress to a location where they can be continuously supported until they are ready to resume their activities
- **Time out** - involves restricting access to reinforcement as part of a planned behavioural programme, in consultation with the organisations Therapeutic service
- **Seclusion** - involves a child or young person being forced to spend time alone against their will.

It is an expectation that all staff will employ the following assessment of risk when making the decision to physically intervene:

- **Safe:** Does this approach minimise harm to everyone?
- **Effective:** Does the consistent application of principles enable staff to respond appropriately to a range of behaviour for different children/young people?
- **Acceptable:** Does the consistent application of principles enable staff to use touch/physical interventions in keeping with the legal and professional guidelines? Would they feel confident explaining their decisions and actions to others?
- **Transferable:** Does this approach enable staff to generalise this learning to a wide range of workplace situations, early years, children/young people and typical crisis behaviours they experience?

- **De-escalation.**

Through Safety Interventions training, staff are encouraged to adopt a range of de-escalation techniques in order to avoid RPI.

These can include:

- **Use of space**
- **Knowledge of precipitating factors**

- **Changes to the environment**
- **Planned positive distraction**
- **Verbal/ Non-Verbal and/or visual advice/support**
- **Tactical Ignoring**

This list isn't exhaustive there are many more identified in individual Risk Assessments

All of the strategies and more are encouraged in order to use RPI as a last resort and more details on these techniques can be found within the Safety Interventions manual and in the young people's individual Behaviour Support Plans.

Restorative Approaches & Therapeutic Rapport (staff/student):

Any challenging behaviour that may occur within Brick Lane School can often be a result of a breakdown in communication. All staff involved in supporting the children on a day to day basis should always aim to understand what function the behaviour serves and support and encourage the individual to learn more socially acceptable ways of expressing their need for help and support.

Staff and young people are offered the opportunity to discuss and review instances of RPI through a de-brief system. The organisation encourages all involved to participate in this process as we value the support this exchange can offer both the staff and the young people.

This may include dialogue in respect to re-establishing relationships, building relationships and assessing the effectiveness of RPI etc.

Through Safety Interventions, training and on-going supports from the Safety Intervention Instructors, staff are encouraged to adopt the approach when offering de-brief of:

- Problem solving
- Empathy for others
- Repair and change

Ultimately de-brief offers the opportunity for reparation and reflection helping to inform future decision making and planning. Any discussions will be recorded as appropriate and uploaded to sleuth against the relevant incident to show a

full chronology, if required, this will be followed up by a senior member of staff.

Onsite support is aided by pastoral staff should young people/staff feel they need further assistance.

Complaints

Following an RPI incident or any positive behaviour management strategy all young people have the opportunity to make a complaint should they wish to do so. This can either be raised during a de-brief session or after the incident with a member of staff that the young person feels comfortable with.

Brick Lane School's complaints policy can be found on the school's website. All young people will be supported to make

Recording & Reporting

Following any incident or RPI, staff must record and report all details before leaving on SLEUTH (our online behaviour recording system). In the event of the internet going down for a prolonged period of time, staff will write the RPI on a word document and share this with a member of SLT, this will then support with taking the next steps. Once the internet is working the log is to be added to SLEUTH as soon as possible.

Only ever in other extreme circumstances (a member of staff taken to hospital for example) would the log not be entered in a timely manner; this must be discussed with a member of SLT first.

Staff will ensure their reports are factual and concise following the ABC method of Antecedent, Behaviour & Consequences. Recording and reporting training is completed with all staff annually, however, support and guidance is available at all times for staff.

Following a Physical intervention, the following processes will be taken and recorded against the RPI log on sleuth:

- Medical checks, initial and 24hr after
- Debriefs for staff and young people
- Phone calls to parents where applicable
- Notifications to social services and local authority
- Evaluations and quality assurance

For more information on the use of Force in schools, please also read the DfE document “Use of reasonable force. Advice for Headteachers, staff and governing bodies. July 2013”.

10.0 ATTENDANCE

Regular attendance at school is required by law and Brick Lane School takes attendance very seriously. There is a register taken twice daily and disciplinary action will be taken against any pupils who are discovered to be truanting or are

repeatedly late. Parents or carers will be contacted to discuss possible reasons and school support systems that could help. More information can be found in the school’s **attendance policy**.

11.0 UNIFORM AND APPEARANCE

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in pupils, and reduces the risk of distraction in lessons.

The standard uniform is as follows:

Boys	Girls
Shirt	Shirt/dress
Tie	Tie
Trousers	Skirt/trousers
Blazer	Blazer
Shoes	Shoes

The school uniform should be worn by all pupils in Year 1 through to Year 11. Students in the 6th Form may wear clothing that is suitable for school and FE colleges.

12.0 PUPILS' OFF-SITE BEHAVIOUR

Pupils who are caught or known to have been misbehaving on the way to or from school, near the school premises or where it would be considered reasonable to impose sanctions for behaviour outside school e.g. cyberbullying, will be disciplined by the school. This also applies to pupils who misbehave during work experience, school trips, or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future pupils participating.

Any off-site misbehaviour could result in sanctions. The school will take into consideration:

- the severity of the misbehaviour;
- the effect such an action may have on the other pupils;
- the extent to which the reputation of the school has been affected;
- the extent to which the behaviour has repercussions for the orderly running of the school/or might impose a threat to another pupil or member of staff;
- whether the misbehaviour was on the way to or from the school or the pupil was taking part in any school-organised or school-related activity; and
- if it was at a time when the pupil is in some other way identifiable as a pupil of the school or might be expected to act as an ambassador for the school.

13.0 REWARDS POLICY

Brick Lane School believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. The behaviours we seek to develop in pupils are the same as parents wish for their children, for example, being able to share, take turns and enjoy positive relationships with peers and adults. In recognition of our pupils demonstrating good social skills we offer a range of rewards including, recognition certificates, access to a range of chosen leisure pursuits, roles of responsibility, reward trips and class Dojo points.

14.0 COMPLAINTS

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to their child's form tutor and/or the relevant assistant headteacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **school complaints policy** located on our website.