



Hall Cliffe
Primary School

Positive Behaviour Support Policy

Last Update: September 2019
Next Update: September 2020

Positive Behaviour Support Policy

Pupils who are able to develop and maintain positive behaviour patterns are more likely to experience improved outcomes and a better quality of life.

Hall Cliffe primary school delivers education and care according to the individual needs of the pupil in a safe, positive and predictable environment. Some pupils at Hall Cliffe primary school may display challenging behaviour as a result of their communication difficulties and a lack of social skills or understanding.

The following policy provides clear guidance and instruction on the methods by which our school community can promote positive behaviour support through PBS principles. Approaches to behaviour are entirely dependent on the prevailing culture of the school, and it is therefore critical that practice related to behaviour is inclusive and person centred. We believe that positive behaviour support (PBS) represents an ethically compatible approach to addressing pupil behaviour within the context of our school.

At Hall Cliffe primary school we believe that all behaviour relates to having needs met, that it is functional and serves an identifiable purpose. Some of our pupils display challenging behaviour as a response to the complex pattern of needs their learning disabilities cause. These problems may be compounded by additional difficulties including mental health problems, social deprivation and complex medical conditions requiring strategies which are informed by an extensive understanding of challenging behaviour.

In attempting to modify behaviour we must first examine the function of the behaviour and identify the need which the behaviour is serving. Following this process, strategies which directly address the behaviour can be developed.

1. Aims of Positive Behaviour Support (PBS)

The overall aim of Positive Behaviour Support (PBS) is to improve the quality of a person's life and that of the people around them. This includes children, young people and adults.

PBS provides the right support for a person and their family to help people lead a meaningful life and learn new skills without unnecessary restrictions. It is not simply about getting rid of problematic behaviour.

With the right support at the right time the likelihood of behaviour that challenges is reduced.

1.1 What is Positive Behaviour Support?

PBS is a person centred framework for providing long term support to people with a learning disability, and/or autism, including those with social and mental health conditions, who have, or may be at risk of developing behaviours that challenge. It is a blend of person centred values and behavioural science and uses evidence to inform decision- making.

Positive behaviour Support (PBS) approaches are based on a set of overarching values. These values include the commitment to providing support that promotes inclusion, choice, participation and equality of opportunity.

1.2 Key Principle of PBS

Behaviour that challenges usually happens for a reason and may be the person's only way of communicating an unmet need. PBS helps us understand the reason for the behaviour so we can better meet people's needs, enhance their quality of life and reduce the likelihood that the behaviour will happen.

1.3 Delivery of PBS

One core part of assessment in PBS is to understand why the behaviour that challenges happens – how the behaviour has been learned and how it is maintained. This process is called functional assessment.

Once the reason for the behaviour has been identified a PBS plan is co-produced and followed by everyone involved in supporting the person. PBS plans will be developed in partnership with the person and their family. PBS is most effective when individuals are supported by people who have a good relationship and rapport with them and who understand PBS.

A PBS plan promotes pro-active and preventative strategies and includes the teaching of new skills. It may include strategies to avert crisis and keep people safe. If this involves using restrictive interventions then these will be the least restrictive, a last resort and there will be a plan drawn up about how to reduce reliance on restrictive practices.

It is the aim of Hall Cliffe primary school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school's **Positive Behaviour Support Policy** is therefore designed to support the way in which all members of the school can live and work together in a mutually supportive way. It aims to promote the overall well-being of pupils and staff, and an environment in which everyone feels happy, safe and secure.

This policy outlines what we expect from all our pupils, staff and visitors to the school, in terms of their behaviour. It extends to all members of our school community and is written in line with current legislation, guidance and best practice principles. Positive 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.

Hall Cliffe primary school believes that all pupils should be aware of the standards of behaviour that are expected of them, and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our pupils in developing a high level of social awareness and tolerance. Our aim is to ensure that all our pupils leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.

Hall Cliffe primary school is dedicated to ensuring that our school environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Cooperation, 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.

The Positive Behaviour Support Policy confirms the school's commitment to:

- Achieve our full potential.
- Acquire the knowledge and skills relevant to life in a fast-changing world.

- Develop as confident learners, able to take risks within a safe environment.
- Be curious, ambitious and take pride in our achievements.
- Achieve high standards in all we do.
- Develop as self-motivated independent and collaborative learners.
- Value and care for ourselves and others in our community.
- Understand our rights and accept our responsibilities as citizens.
- Enjoy what we do and have fun.

To achieve these aims, we will provide:

- A happy, healthy, safe and secure environment.
- Quality first teaching with individualised support.
- An exciting curriculum, based on the needs of the children which provides first-hand practical experiences.
- A stimulating, evolving environment.
- A professional, skilled, highly-motivated staff team.
- School leadership focussed on continuous improvement.
- Opportunities for parents and carers to play an active part in their child's education and the life of the school.
- Opportunities outside the classroom, and the chance to extend our close links with the local community.

The aim of this policy is to determine the boundaries of acceptable and unacceptable behaviour, describe rewards and consequences used by the school, and to determine how they will be fairly and consistently applied.

In order to achieve this, the school will:

- make clear its expectations of positive behaviour, through assemblies, class/school council meetings and in published documents;
- reward achievements, awarding house/class points, stickers, certificates
- treat every member of the community as individuals and respect their rights, values and beliefs;
- create a zero tolerance environment against all instances of bullying or discrimination on the basis of race, gender, ability or cultural differences;
- provide positive examples for modelling behaviour;
- promote good relationships and a sense of belonging to the community;
- intervene early to challenge undesirable behaviour;
- follow and apply consistently clear guidelines when responding to instances of unacceptable behaviour.

2. Standards of Behaviour

2.1 School

The school understands that the first step to modelling positive 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 SEN needs and disabilities as well as the additional challenges that some vulnerable pupils may face.

Staff are trained to deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority.

We work closely with parents and carers to help them to understand their children, and their behaviour. We believe that in conjunction with consistent behaviour boundaries, and reliable support systems, praise, and rewards for positive behaviour are an important part of building an effective learning community.

The school will report behaviour, positive or negative, to parents and carers regularly. We encourage parents/carers 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 positive 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 grounds respectfully and behaving appropriately.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet 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 some 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. An Individual Behaviour Plan ('My Support Plan') will be used for pupils whose SEN and/or disabilities cause them to display challenging behaviour.

Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed regularly. 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.

2.2 Pupils

The school expects all of its pupils to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other pupils or staff will not be tolerated.

Pupils are ambassadors for our school even when off school premises, and we expect them to act accordingly. They are expected to follow 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 pastoral support programmes.

School work and homework should be well presented, completed to a high standard, and handed in on time. The school asks that pupils carefully read and then sign our home-school agreement to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

Under no circumstances will illegal or inappropriate items be brought into 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 corrective actions and possibly in an exclusion, depending on the circumstances. For more information on exclusions, see our exclusion policy.

- verbal abuse to staff and others
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- indecent behaviour
- damage to property
- use of illegal drugs
- use of other substances including psychoactive substances (formally known as 'legal highs')
- alcohol consumption
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- possession of an illegal drug
- supplying an illegal drug
- 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.

2.3 Parents & Carers

Parents and carers play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that parents agree to our **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 ask parents and carers to work with the school in support of their child's learning, which includes informing the school of any special education needs or 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 Head Teacher to discuss their child's behaviour and to adhere to any parenting agreements put in place.

In the case of exclusions, we ask that parents and carers to provide appropriate supervision for their child during the time that they are excluded from school, support their child with work sent home by the school and, if necessary, to attend a reintegration meeting at the school with their child.

3. School rules which apply at all times to all members of the school community

- Be on time.
- Keep your appearance smart and tidy, and wear school uniform at all times to and from school.
- 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 be acted upon.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- Follow staff requests.

The following items are not allowed in school under any circumstances:

- Alcohol and drugs including psychoactive substances
- E-Cigarettes, Cigarettes, matches, and lighters
- Weapons of any kind
- Material that is inappropriate or illegal for children to have; such as racist or pornographic material
- Gambling is not allowed on school property.

3.1 Drugs

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school takes its anti-drugs policy very seriously 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 excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer pupils to other services. Within our school the following guidelines apply to the possession or use of drugs, alcohol and tobacco on school premises:

Tobacco

In line with legislation, the school has a policy of No Smoking in the building or on the school site.

Prescription drugs

Carrying, supplying or taking prescription drugs illegitimately could result in 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 can go to the pastoral team or school nurse.

Medication

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

Solvents

The school will ensure that potentially harmful substances are stored safely, and pupils will be supervised carefully where such substances are used in the course of their work. The use of aerosol deodorants will be discouraged because of the potential risks to people with asthma or other bronchial problems.

Illegal substances

No illegal or illicit substances should be brought to school or used on school premises. Any pupil involved in any drug-related activity may be permanently excluded.

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.

For more guidance, please refer to the school **substance use and misuse policy**.

4. Bullying

According to the DfE document 'Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies', bullying may be defined as:

'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying. It can take place between pupils, between pupils and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- name-calling;

- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging and emailing;
- sending offensive or degrading images by phone or via the internet e.g. via Social Networking sites;
- producing graffiti;
- gossiping;
- excluding people from groups;
- spreading hurtful and untruthful rumours.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones, tablets and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the schools direct supervision will be dealt with in line with this Policy.

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents and carers will be encouraged to report these incidents to the police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. The school wherever possible will support parents and carers in this.

Hall Cliffe primary 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, whether it is a one-off incident or an ongoing campaign.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. 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 Head Teacher
- 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 a fixed term exclusion in cases of repeated bullying.

Schools are required to comply with the new equality duty 'The Equality Act 2010'. The public sector equality duty has three aims:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

Foster good relations between people who share a protected characteristic and people who do not share it.

4.1 Tackling Bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, effectively manage and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

4.2 Strategies for dealing with bullying

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- PSHE programme that discusses issues such as diversity and anti-bullying messages
- Calendared anti-bullying activities
- Poster and leaflet campaigns – designed and written by pupils
- Assemblies both whole school and class/form that promote a sense of community
- Class discussions and role plays in Drama, English and RE that draw out anti-bullying messages
- Acceptable Internet Use policy is signed by all and e-safety is discussed in ICT lessons.
- On-going staff induction and training programme
- Adequate staff supervision at lunch and break times
- Clear and consistently applied policies for behaviour
- Home school agreement signed by all pupils and parents

(refer to the school anti-bullying policy)

5. Disciplinary Sanctions

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline pupils. The school operates a range of appropriate sanctions which are adapted relating to the seriousness and frequency of the behaviour.

Hall Cliffe primary school make use of a number of sanctions and consequences according to the severity and frequency of any behaviour. At a lower level, staff make use of reflection time during

breaks, and during which behaviour is discussed and strategies for improvement identified. Staff are also able to set after school detentions should the behaviour be at an appropriate level of severity or frequency. The school also uses a report card system should staff feel that the behaviour is significant, and the pupils sign an agreement to follow whilst under the report system. Further sanctions and consequences can include a short period 'out of programme', and in severe cases internal or external exclusions.

Methods of disciplinary sanctions that are not acceptable

Corporal Punishment

All forms of corporal punishment are forbidden. The term corporal punishment should be taken to cover any intentional application of force including slapping and rough handling. It does not however prevent staff from taking necessary action in relation to the guidelines for restraining a pupil.

Use of Medication

The withholding of medication or medical or dental treatment as a punishment is prohibited.

Deprivation of Food and Drink

Pupils require food and drink to be provided regularly to meet their physical and emotional needs. To deprive or deny access to the amounts and range of food and drink normally available to them within the school or home is prohibited. It is also inappropriate to force a pupil to eat foods, which they dislike. It is right however to encourage a pupil to try a wide range of foods.

Intentional Deprivation of Sleep

Apart from the grave psychological damage deprivation of sleep could inflict it could also seriously affect the physical health of the pupil.

Intimate Physical Searches

Such searches are totally unacceptable though occasionally a search of a pupil's clothing may be necessary e.g. for weapons or possible toxic substances (see searching and confiscation).

These searches should be only carried though by the Head Teacher or his/her delegated senior staff member.

Physical Restriction Of Liberty

The use of accommodation to physically restrict the liberty of any child is prohibited.

The Use of Educational Activities

Such as essay writing and the writing out of lines should be avoided, as they are unproductive.

The Use of Distinctive or Inappropriate Clothing

Requiring a child or young person to wear distinctive or inappropriate clothing.

The Use of Fines

Fines should not be imposed other than fines by way of reparation. All forms of reparation will be supported by a letter home to parents/carers.

5.1 Searching and Confiscation

Following guidance set out by the Education and Inspections Act 2006 and Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies – April 2012, our members of staff are authorised 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.

Staff 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. Head Teachers and other members of staff authorised by them 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, but are not restricted to:

- knives or weapons
- alcohol
- illegal drugs
- psychoactive substances (formally known as 'legal highs')
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- Any article that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil)

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.

Should a search & confiscation be necessary a **search record** will be completed and held on file.

5.2 Use of Force

In order to maintain the safety and welfare of all our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. Section 93 of the Education and Inspections Act 2006 enables all 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:

1. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);

2. causing personal injury to, or damage to the property of, any pupil (including him or herself);
or
3. 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.

The school does not encourage the use of force and it will be used only in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school are fully trained, and have the authority to use force when reasonable, and this extends to any other person whom the head 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 serious incidents involving the use of force, the school will speak to the parents concerned. Force will **never** be used as a punishment. Such serious incidents involving the use of force will also be recorded by the school. Please refer to **physical intervention policy**.

Removal from Class - Where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which disrupts the learning of others, they can be removed from class.

6. Attendance

Regular attendance at school is required by law, and the school takes attendance very seriously. There is a register taken daily, and action will be taken if any pupils 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.

We strongly discourage parents/carers/guardians from taking their children out of school for holidays or family outings during the school term. In most cases, unless there are extenuating circumstances, these will count as an unauthorised absence. Any such absences may only be taken following authorisation by the Head teacher.

More information can be found in the school's **attendance policy**.

7. 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:

We will provide a new school uniform (3 polo-shirts and 2 sweatshirts) and we ask you to provide black or dark grey trousers as well as black school shoes. Trainers of any colour are not allowed. We will also provide your child with a PE kit. This stays in school and we wash the kit weekly. We will also give you a book bag so that reading books and homework can be brought home.

The school uniform should be worn by all pupils. Pupils who come in repeatedly without the correct school uniform on may be sent home to change.

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8. Regulating pupil's offsite conduct

Pupils who are caught or known to have been misbehaving on the way to or from school, or near the school premises, will be disciplined by the school. This also applies to pupils who break school conduct 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 extent to which the reputation of the school has been affected;
- the effect such an action may have on the other pupils;
- 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.

9. Rewards policy

The school believes that it is important to encourage good conduct throughout the school by celebrating and rewarding positive behaviour. This will include the use of 'Vivo Miles' to praise pupils for positive actions, stimulating a voluntary and progressive improvement in their behaviour and increasing their motivation towards the achievement of academic objectives.

9.1 Celebrating success

At our school we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. The many ways we celebrate success are listed below:

Star of the week assembly, Good work points/merits, School Shop, Attendance Cup, End of Year Celebration Assembly.

9.2 Pupil support

We aim to support all our pupils to ensure that every child succeeds during their time at Hall Cliffe primary school. Where it becomes clear that a pupil is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. These include, but are not restricted to:

- Increased communication between home and school
- Individual support plans

- The allocation of a personal keyworker or learning mentor
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the child's behaviour
- Alternative curriculum provision
- Reduced timetable (if used must be kept under regular review)
- Referral to outside agencies such as Witherslack Group Educational Psychologists, Mental Health Worker, Behaviour, Safeguarding and Inclusion Team.

10. Complaints

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the Head Teacher, 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 & representations policy. For information on complaints relating to exclusions, see the school exclusions policy.

In Response to:

Legislation:

Children Act 1989
 Human Rights Act 1998
 Education and Inspections Act 2006
 The Education (Independent School Standards) Regulations 2014
 Health and Safety at Work Act 1974
 National Minimum Standards (Residential Special Schools) 2015
 United Nations Convention on the Rights of the Child (ratified 1991)
 Violent Crime Reduction Act 2006
 Equality Act 2010
 Care Standards Act 2000

Best Practice Guidance Documents:

DE&S/DoH Guidance for Restrictive Physical Interventions. How to provide safe services for people with Learning Disabilities and Autistic Spectrum Disorder 2002
 DoH Guidance on Permissible Forms of Control in Children's Residential Care 1993
 DfE Use of Reasonable Force. Advice for Head Teachers, staff and governing bodies July 2013
 DfE Searching, Screening, and confiscation: Advice for Head Teachers, staff and governing bodies 2018
 DfE Behaviour and discipline in Schools 2014
 Positive and proactive care: reducing the need for restrictive interventions 2014
 BILD Code of Practice for the use and reduction of restrictive physical interventions (fourth edition 2014)
 Ofsted Below the radar: low-level disruption in the country's classrooms September 2014
 Behaviour and discipline in schools, Advice for Head Teachers and school staff February 2014

This policy should be read in conjunction with the following School and Witherslack Group Policies and Procedures:

- Physical Intervention Policy
- Complaints and Representations Policy
- Equal Opportunities, Equality and Diversity Policy
- Child Protection Policy & Procedures
- Staff Induction and Training Policy
- Use of Group Database Policy
- Internal Team Around the Child Practice Guidelines
- Pastoral Care Policy
- Use of ‘Quiet Rooms’ Guidance
- Staff Code of Conduct

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Physical Intervention Policy
Anti – Bullying Policy
Complaints and Representations Policy
Equal Opportunities, Equality and Diversity Policy
Child Protection Policy and procedures
Staff Induction and Training Policy
Use of Group Database Policy
iTAC Policy and procedures
Pastoral Care Policy
Substance Use and Misuse Policy
Use of ‘Quiet Rooms’ Guidance

This policy will be reviewed annually.