

Behaviour and Discipline – Local Procedure

Kent House Hospital School

Praise and Positive Responses

- We look for good behaviour and acknowledge it with positive, approving responses. Good behaviour and effort is not ignored or taken for granted and staff respond appropriately to ensure that its function is fulfilled.
- It is our belief that the repeated association of behaviour with approval and praise increases the young person's feelings of self-worth.

Examples of Rewards programmes

As our young people are hospital patients, often with an eating disorder or self-harm behaviours, we are limited as to how we can reward them. We will choose a reward that a young person will respond to positively. This may be a certificate and personal acknowledgement. It may also contribute to wider rewards programmes such as eligibility for a reward trip. This may or may not be presented in a whole-school assembly depending on the mental health needs of each young person. Sometimes, public praise can be destructive to the therapy programme a young person is following.

Young people will receive awards based on their educational achievements but every young person will be treated as an individual. Their achievements may range from sitting a GCSE exam or to attending a whole education session.

Consequences of Bad Behaviour – The 'Fresh Start' system

The range and repertoire of responses to inappropriate behaviour is, of necessity, extremely wide. In selecting the most appropriate and effective response staff will consider several factors:

- The seriousness of the behaviour
- The frequency of the behaviour
- The relevance of any consequence / sanction to the misbehaviour
- Communicating with the young person in a manner that he/she can fully comprehend
- Communicating with the young person in a manner that is most likely to ensure compliance and not escalate a situation.

Consequences to events of inappropriate behaviour might normally involve one or more of the following responses:

- Verbal disapproval one to one
- Time away from education for a short period of time in a supervised but low stimulus area (this will be managed by nursing staff and if this intervention is required young people will be returned to the care of the ward)
- Supervised discussion in a side room, on the ward, outside of education time

- Restitution by means of physical tasks for damage caused to property

Education staff will also:

- Discuss the incident with nursing staff and full MDT in ward round
- Discuss the incident with parents/carers

In practice, we use the 'Fresh Start' system to manage negative behaviour in a consistent and positive way.

The Safe Use of Physical intervention

- Education staff are **not involved** in any physical intervention. If 'holding for safety' is required this will be carried out by the nursing staff.
- All members of the teaching staff have had training in "Breakaway" which is updated annually.

Education has a clear procedure for when a young person's behaviour escalates while they are in the education setting and when the behaviour becomes a risk to other young people (including the young person involved in the situation) or staff. The ward nursing staff are contacted immediately to manage a young person whose behaviour presents a risk.

Education staff will always attempt to de-escalate the situation before contacting nursing staff.

Screening and Searching

Teaching staff do not search young people. This is the role of the nursing team.

Protocol for Involving the Police

This is a decision made by the nursing team.

Use of Fixed Term Exclusion

Young people will not be excluded from lessons but we may alter the way we educate them in one of the following ways:

- Lessons will take place on the ward
- A reduced timetable, with the timetable to increase gradually
- 1:1 lessons to be timetabled
- Lessons to be shorter
- Extra support in the classroom

PROMOTING POSITIVE BEHAVIOUR & RELATIONSHIPS

Rationale:

Staff at Kent House Hospital School recognise that the promotion of good behaviour and a clear, fair and understandable structure of rules, expectations and consequences play a vital part in aiding the educational, social, emotional, mental and physical development of young people.

The organisation of the school and management of a young person is key to the creation of an ordered environment within which effective learning can take place.

The quality of the organisation of the school must meet the young persons' needs for stability, security, predictability and reliability so that the medical and education team can facilitate appropriate

treatment in an environment where the young person is reassured by order and where they are aware of limits set upon their behaviour.

The Importance of Structure and Stability to Behaviour Management

A consistent structure and stable pattern to school life is reassuring to young people in an inpatient mental health unit. The unit can often be an unpredictable and frightening place and the young people are away from their families and friends. The routine of the school day emphasises the consistency and stability of the environment, is clear evidence that somebody is in charge and that there is planned organisation to life. The regular and predictable sequence of events throughout the day enhances the young person's sense of security, even if, from time to time, they resist conforming to certain elements.

We believe that the school can most effectively meet the needs of its young people and maximise the value and input of its staff and resources in an environment that is positive, predictable and safe and where there is an atmosphere of mutual respect. We also believe that this can be best achieved by a positive approach to the promotion, development and maintenance of conditions in which young people are empowered to manage their own behaviours.

However, we also acknowledge that it will be often necessary to respond to some incidents of behaviour that are inappropriate in a variety of ways. It is important that we plan our responses to both acceptable and unacceptable behaviour in order to be as effective as possible in the achievement of and promotion of positive behaviour.

All our daily activities with young people encompass responses to behaviours as and when they occur. Teachers and nursing staff are all involved in a daily process of acknowledging young people who show unacceptable behaviour, and in responding in ways that will reduce the probability of the behaviour being repeated.

All young people test boundaries and limits, but implicit in the placement of a young person in a CAMHS Unit is often an extended history of mental health problems. Each young person may have developed patterns of (unacceptable / undesirable) behaviour that they have found to be successful in achieving a variety of desired outcomes. These behaviours will often be associated with issues of attention and control and the avoidance of tasks perceived as difficult. Young People will have experienced consequences to these behaviours many times but they still repeat them because the behaviours have achieved the outcome they have been seeking.

We believe that the young person's achievement of expectations and the observation of boundaries should never be taken for granted but should be acknowledged, approved and rewarded. We also believe that consequences should also be consistently applied in response to a young person's failure to meet expectations or to observe known boundaries. Where it is evident that a young person is insufficiently equipped to manage their own behaviour the school has the responsibility to assume effective management to achieve and maintain safety, order and consideration of the needs and rights of all students and staff. Consistency in our expectations and responses to behaviour are an important component of stability and security.

All our students are inpatients and are all suffering from severe mental health problems. Teachers are trained in how to monitor and deal with behaviour problems in the classroom but it may sometimes be difficult to differentiate between what is mental health and what is inappropriate behaviour. When staff are faced with this dilemma we consult with the nursing staff and consultants. The medical and education team will then put a joint plan in place to manage the behaviour. This plan will be fully discussed with the young person and their parents/carers.

This plan will be closely monitored by the nursing and education staff and discussed daily to see if it is working or if adjustments need to be made. It is also discussed in the weekly ward round with the MDT and in a CPA meeting which involves parents, hospital staff and other outside agencies

responsible for the care of the young person. CPA meetings may also include a representative from the mainstream school.

Teachers as Role Models

We believe young peoples' feelings of security are also increased if adult behaviour is calm, consistent and predictable. Young people need to know "where they stand" with adults in order that they can safely adapt their responses. They expect staff to be reliable, to do what they say they will do and to behave in ways which do not conflict with the standards they ask others to meet. Staff are aware that this includes their appearance, body language, speech, listening skills, interaction with each other and with young people. The experience of good role-models and positive, predictable, reliable, consistent, caring adults is something which many of our young people have not had. It is the foundation upon which more forms of treatment can be based.

Prevention

The school aims to prevent and avoid unwanted or unacceptable behaviour by promoting positive behaviour and attitudes.

Anticipation, prediction and forward planning are an essential part of our strategy for managing and changing behaviour. Staff are aware of situations, personalities, groups, (lack of) activities, times, temperature, noise, etc, that can be cues for or triggers of unwanted or undesirable behaviour. Knowledge of the advice contained in young peoples' individual plans is essential.

Staff recognise the signs of increased arousal and instability in young people's behaviour and intervene early to break established patterns of behaviour that often end in undesirable consequences. Defusing situations, deflecting and distracting young people are strategies used when young people use behaviour that has previously been associated with unwanted outcomes. Other strategies used are surprise, humour, a change of activity or location.

Praise and positive responses

We look for good behaviour and acknowledge it with positive, approving responses. Good behaviour and effort is not ignored or taken for granted and staff respond appropriately to ensure that its function is fulfilled this makes the positive behaviour worthwhile. Praise and positive responses are the most important reinforcers, in addition to the added, secondary, reinforcement of attention and approval.

It is the school's belief that the repeated association of behaviour with approval and praise increases the young person's feelings of self-worth.

Rules and expectations

It is important that we state and communicate clear rules and expectations for young people. School rules are designed to be specific, simple in construction and to make choices clear. They use positive language and they tell the young person what to do instead of what not to do. For example instead of "No running indoors" the sign would say "Walk indoors". Rules are geared to the young people's functioning age and comprehension.

Sanctions

Consequences /sanctions for inappropriate behaviour are applied constructively with the aim of increasing the young person's capacity to manage their own behaviour better in future.

Staff are trained to assert an oppositional stance to acts of behaviour that are clearly inappropriate or unacceptable. “Asserting” opposition communicates to the young person the unacceptability of what they have done. Specific responses for individuals are included in the IBMP.

Wherever it is possible, sanctions are applied relevant to the location and time of day in which the offending behaviour occurred. If it is not possible to apply the sanction immediately, it should be clearly linked to the behaviour when it is imposed.

Consequences take the form of either, a constructive positive or negative response to an event of undesirable behaviour. It might involve, for instance, using the young person’s own time to write a meaningful apology to someone who has been victimised by their behaviour.

Simple response costs, (imposed, planned, consequences to inappropriate behaviour), might be:

- “Losing a privilege”
- “Re-doing it right”
- “Apologising”
- “Doing a kindness”

‘Fresh Start’ strategy – in Practice

We use the ‘Fresh Start’ strategy to manage behaviour in the classroom day-to-day. This is consistently applied.

The Fresh Start strategy uses a young person’s inappropriate behavior as a **positive opportunity for learning**. It is an attempt to present a structured, but flexible, fair and relevant system of responses to inappropriate behaviour. It is a process of mediation that includes cognitive elements of problem solving and the development of social awareness. It involves the young person in the ownership of his/her own behaviour and staff in the ownership of their responses by recording them and seeing the consequences through to a genuine Fresh Start.

The aims of the Fresh Start approach

- To reduce the frequency of serious events of misbehavior
- To facilitate consistent staff responses to misbehavior
- To facilitate mediated, constructive, responses to inappropriate behaviour

Fresh Start is positive and forward-looking.

Fresh Start has **5 main elements**. The process can involve 1, 2, 3,4 or all 5. See Appendix 2 for a summary.

1. **Verbal warning – Stage 0.** Positive and clear, linked to the specific problem behaviour. This may be given quietly or even with a non-verbal signal, provided the pupil recognises it as a warning.
2. **‘Stop and Think’ time out of the classroom – Stage 1.** Used to allow the young person to reflect and re-adjust their thinking for a fresh start. The length of time will be 2-5 minutes. The young person should be supervised by the ward team or teaching assistant. They need to demonstrate a positive attitude to their Fresh Start by engaging in the activities provided for them whilst they are not in the classroom. The consequence will most usually be ‘catch-up’.
3. **Mediation Discussion – Stage 2.** A mediated opportunity to stop and think again about their behaviour and how it could be better. This encourages pupils to look at what happened from

three perspectives. (a) To consider the events which preceded their behaviour, the setting, the personalities, the cues, etc, which might have prompted it and why; (b) To consider what they thought, felt, said to themselves, intended to achieve and actually did; (c) To consider the outcome of their choice of actions. They should then be encouraged and assisted by the mediator to consider changes which they are able to make to (a) and (b) and how they might affect (c). The young person records their thoughts on the Fresh Start Mediation Record (appendix 4).

4. **Mediation Discussion with senior staff – Stage 3.** A mediated opportunity to stop and think again about their behaviour and how it could be better. This time with a senior manager on the ward. Either the Head of School or Ward Manager. The young person records their thoughts on the Fresh Start Mediation Record (appendix 5). If the sanction reaches this stage, a behaviour contract will be started. The pupil may also be given an Individual Behaviour Management Plan (IBMP)
5. **Multi-disciplinary Team (MDT) Review – Stage 4.** If the mediation discussions in stage 3 are unsuccessful, the MDT will be asked to consider the case. Until the MDT review the case, and decide on next steps, the pupil is provided with Education on the ward, supervised. If the behaviour is serious enough to move straight to Stage 4, a mediation discussion with a senior member of staff will form part of the response immediately after the incident. If the sanction reaches this stage, a behaviour contract will automatically be started. The pupil may also be given an Individual Behaviour Management Plan (IBMP)

Education staff may call a case conference to review the specific problem and how to move forwards.

A relevant exercise of positive practice - This is chosen by the young person with the staff initiating the Fresh Start or by another adult mediator agreed by young person and staff. It involves the young person reflecting upon the consequences of their behaviour in terms of the way it has affected others socially, emotionally and materially. They then consider an appropriate response to redress those consequences and undertake to see them through in the mediation record. A record is kept by the mediator of the evidence of its fulfilment.

- ➔ **Details of each Fresh Start (from stage 1 onwards) should be recorded in the School Behaviour Log.**
- ➔ **Serious behaviour incidents, beyond Stage 1, should be also recorded on e-compliance.**

Analysis of behaviour records allows us to:

- Evaluate the effectiveness of the Fresh Start programme as a punishment procedure employed within a structured system of positive reinforcement.
- Identify repeated occurrences of behaviours for which positive programmes of training and differential reinforcement might be more effective.
- Identify unhelpful inconsistencies in staff responses to events of misbehaviour or individual young persons.

Fresh Start Mediation Discussion (see appendices 3 and 4):

These discussions should be used by teaching staff and others in the education department to de-brief and effect a closure following an incident. The young person is encouraged to discuss the event, what happened, what were their beliefs, thoughts, feelings and intentions. They will be helped to generate alternative ways in which they might have responded and of avoiding or dealing with similar problems in the future, suggesting things that might help them.

The young person will also be helped to generate an Action Plan to put things right and move on. This might involve setting a restitution task or payment, writing an apology, agreeing to a mediation session with another young person or a member of staff, the temporary withdrawal of relevant specified privileges, or a change in their supervision level. The Action Plan might also include setting certain behaviour contract targets for the future linked to a rewards programme and possibly involving counselling, skills training, or the practice of relaxation or anger management techniques. Details of the Fresh Start Mediation process are recorded and signed by both the staff and young person involved.

Consequences

The range and repertoire of responses to inappropriate behaviour is, of necessity, extremely wide. In selecting the most appropriate and effective response staff will consider several factors:

- The seriousness of the behaviour
- The frequency of the behaviour
- The relevance of the sanction to the misbehaviour, activity etc
- Communicating with the young person in a manner that they can fully comprehend
- Communicating with the young person in a manner that is most likely to ensure compliance and not escalate a situation

In cases of bullying staff must consult and follow the school policy and procedures for dealing with bullying.

Restitution – Consists of setting right whatever in the environment has been disturbed or disrupted by the unacceptable behaviour. If a young person has been involved in an act of vandalism they may be required to put right the damage caused.

A particularly relevant form of restitution is when a young person who has been verbally or physically abusive to another person may be required to write a written apology in their own time.

Catch up – When a young person has absented themselves from a significant proportion of a lesson or has produced insufficient work during a lesson due to their behaviour, the teacher will ask the young person to reflect and make up for the lost time, or missed work. This can be taken outside of education time in a room on the ward. The amount of work required or the period of time to “catch up” should be communicated to the young person at the commencement of the session. Satisfactory completion of the period of catch up will be concluded by the teacher awarding the young person a proportion of the rewards which they had previously missed earning as a consequence of their chosen response.

Access to education for a young person who has had to be physically removed by nursing staff will be discussed with the multi-disciplinary team to decide on the relevant actions required e.g. reduced timetable, supervised by nursing staff whilst in education, completing work on the ward. This will be reviewed when the young person can demonstrate safe behaviour.

It is important to emphasise that, once a sanction for inappropriate behaviour has been satisfactorily concluded, the incident is closed. A line is drawn under it and the young person and all concerned move on.

Managing Aggressive Behaviour

If a young person's behaviour starts to escalate, the teacher will try to deescalate the situation but if there is a risk to other young people or staff then the teacher will

- Request assistance from the nursing team
- Ring the ward and ask for assistance
-

All young people are risk assessed by the nursing team before they attend education in order to minimise the number of serious incidents in the classrooms.

Contracts

The use of behavioural contracts is an important act of co-operation and collaboration between young people, teaching staff and nursing staff to achieve agreed desired goals. The contract is a written document that involves the young person making a commitment to take responsibility for an aspect of their behaviour. The contract involves all education and nursing staff in assisting and supporting the young person in the achievement of their goals. It also agrees how the young person's achievement will be measured and what rewards / privileges will be given as a result of their performance. Staff will deliver the agreed reward or privilege consequent upon the young person maintaining the agreed expectations.

Behaviour contracts are a helpful process for young people to self-evaluate their own behaviour and to be responsible for assessing their access to appropriate privileges and events.

Each contract should be a partnership between the young person and their key teacher and key nurse. It is important that behaviours or skills to be targeted should be negotiated and discussed between them and definitions agreed and understood by the young person to make clear the things which are expected of them and the things which they should avoid.

Individual behaviour and skills targets within a contract are defined to meet the needs of individual young people and are set consequent upon repeated and recurring behavioural and/or social difficulties. Targets and the criteria for earning whatever rewards have been agreed are discussed with the young people and they are given advice, help and training in the practice of their target behaviours.

Training sessions, using modelling, behaviour rehearsal and role-plays, are set up to familiarise the young person with new behaviours and to reduce awkwardness and embarrassment. These may be completed in an educational setting or with the Occupational Therapist or Psychologist on the unit in a one to one setting.

Local Anti-Bullying Procedure

Cross reference Priory ECS Policy ECS03 v02 Countering Bullying

Our Definition of Bullying

Bullying is any form of deliberate behaviour, by an individual or group, repeated over time which intentionally causes hurt or distress physically or emotionally to another individual or group.

Bullying has many forms – e.g. physical, verbal, emotional or electronic (cyber-bullying). A bully is someone who targets others and makes them unhappy or frightened over a period of time. They may do this by:

- Threatening behaviour (psychological, intimidation)
- Using physical violence
- Using unpleasant words – insulting comments, mocking verbal abuse
- Stealing property, taking or demanding money
- Deliberately upsetting people
- Sending unpleasant text messages/images
- Using the internet/MSN/technology to spread unpleasant rumours (cyber bullying)

Single, one-off incidents are not usually bullying, but if they are repeated, they must be reported and will be dealt with by the school. We are aware that bullying can happen anywhere, but we strongly believe that wherever students are they have the right to be safe. Nobody has the right to make anyone unhappy.

The Education and Inspections Act 2006 section 89:

- Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- Gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. It replaces the three previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

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

Safeguarding Children and Young People

The Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, school staff should report their concerns as per the Children Protection Policy and Procedures through the Hospital Child Protection Procedure.

Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

All incidents relating to child protection will be reported through the Hospital Child Protection Safeguarding Procedures- reported incidents will be logged in an education safeguarding log.

Aims and Objectives

- To ensure that all students, parents and staff are aware of the definition of bullying and the distressing effect it has on its victim
- To ensure that all students, parents and staff are fully aware of the referral procedures for reporting bullying incidents and the strategies adopted for supporting those involved in these incidents.
- To establish a climate in which students who are being bullied, or think another student is being bullied, can speak to an appropriately trained person in the full knowledge that they will be listened to and receive a prompt, appropriate and sensitive response.
- To create a school community where bullying is recognised as unacceptable and where all students can feel valued, secure and happy.

Our stated commitment is that when a young person speaks out about bullying:

- They will be listened to.
- Their concerns will be taken seriously.
- The matters will be investigated.
- Together we will find a way to tackle it.
- Someone will be there to help and support the young person.

Anti-bullying Procedures

All students are encouraged to feel it is right to tell someone if they are being bullied or if someone they know is being bullied. Incidents of bullying will be referred to trained personnel and dealt with quickly and appropriately. Whilst it is the responsibility of all staff within the school to reinforce the anti-bullying strategy and support the victims of bullying, it is recognised that not all staff have the capacity (due to the commitments of their job) to carry out a swift and thorough investigation. Therefore incidents of bullying should be firstly be referred to the Head of School, Assistant Head Teacher or Lead Teacher on each unit who will then discuss the situation with the Nursing Team.

The nurses have training, experience and the capacity to respond swiftly and effectively to incidents as they occur.

Staff suspecting an incident of bullying should:

- Reassure the young person that their concerns are been taken seriously and will be investigated.
- Contact the relevant lead teacher as soon as possible with details of the incident.
- Record the incident details in the Bullying Log Book in the Head of Education's office.

Lead teacher/Nurses will investigate all reported incidents of bullying using the following procedure:

- Appropriate young people will be interviewed by the relevant nurse and statements taken.
- If the investigation confirms a bullying incident has taken place the lead teacher/nurse will complete a 'Reported Bullying Incident' form outlining details of the event, evidence and clearly outlining the response.

The response will include support for the victim, details of contact with parents and support and sanctions for the perpetrator.

- The incident will be recorded on the electronic recording system in the young person's confidential notes.
- The 'Reported Bullying Incident' form will be stored centrally, both as a paper copy is also stored in the victim's file, along with the witness statements and referenced in the perpetrator's file. The incident will be recorded in an education bullying log book.
- The victim and perpetrator will be monitored by the education and nursing team and a follow up meeting will take place.

Appropriate staff (including external agencies) will be kept informed of the individual student needs and support mechanisms. Students have been encouraged to self-refer to either their key nurse or teacher. The strategy is regularly reviewed by the education and nursing team.

The Role of the Wider Multi-Agency Team

Nurses have the relevant training and experience to deal with the majority of bullying issues. However, there may be some students who require additional support from our wider multi-agency team or some situations that are not able to be resolved swiftly and require the intervention of a senior member of staff.

Parental Support

The School anti-bullying strategy will be communicated to parents. Methods for this will include information about the programme and how to access anti-bullying services in the school brochure.

Sanctions

Bullying in any form will not be tolerated at Priory Hospital School CAMHS Education Units and bullying related incidents will be dealt with seriously. Each incident will be investigated thoroughly and parents will be kept fully informed of the outcome of such investigations. Sanctions applied will depend upon the individual incident but may include:

- Alteration to seating plans within teaching groups
- Restricting access to the classrooms, so learning on the ward
- Transfer of teaching group
- In serious cases the hospital will consider a patient transfer
- Any other sanction deemed appropriate to the individual case

Impact Assessment

Information regarding bullying incidents are recorded and stored centrally for the School to monitor together with the nursing team. Strategies adopted and the outcomes (including long term success) are also recorded allowing the effectiveness of the strategies to be considered.

Whole School training opportunities may be required in response to emerging patterns of incidents, e.g. an increase in cyber bullying. This will co-ordinated as a nursing/education training opportunity. This policy and procedure will be evaluated and reviewed annually.

Questions about the contents of this document should be directed to the Head of School.

How we can all help to make our classrooms a positive place to learn

At this school we all try to:

- *Treat each other in a pleasant and polite way*
- *Think of other people's needs and feelings as well as our own*
- *Be helpful to each other*
- *Ask politely if we want something*
- *Be patient if we have to wait for attention*

We would like you as a pupil here to:

- *Follow staff request or instructions*
- *Treat resources and accommodation with care*
- *Stay in the areas where you are asked to stay*
- *Tell staff about any problems you may have*

There are some things we don't accept at this school because they upset/hurt others:

- *Violence of any kind*
- *Swearing*
- *Saying or doing things to try to upset other people*

In school we would like you to:

- *Go to your lessons on time*
- *Use equipment sensibly*
- *Let others work without being disturbed*
- *Let staff hear what others want to say too*
- *Enjoy your breaks without spoiling them for anyone else*

The Priory Hospital School

FRESH START

We **value** and **expect** Trust, Fairness and Teamwork

If you are not focused on your learning, we will follow the fair system below.
It gives you a 'fresh start' and avoids confrontation.
Your aim is never to cross the **red line**.

Fresh Start Stage	Example Behaviours	What happens?	Where will it happen?
0	Chatting, off-task	Verbal reminder	Inside the classroom, at your desk
Stage 1	Work avoidance, continued disruption of own or other's learning, not following instructions.	'Stop and Think' time out	Outside the classroom, discussion with Teacher/TA/HCA, then return
Stage 2	Continued poor conduct after Stage 1, rudeness, inappropriate computer use.	Leave for the remainder of the lesson. Behaviour mediation meeting before return. Educated on the ward.	Away from the classroom with TA/HCA/Teacher, then return next lesson
Stage 3	Continued poor conduct after stage 2, vandalism of resources or property, verbal abuse to peers.	Behaviour mediation meeting – with Ward Manager and/or Head of School. Behaviour contract. Referred to MDT.	Away from the classroom with senior staff, then return next lesson
Stage 4	Threats or aggression to others, or to property. Verbal abuse to staff. Persistent refusal to follow instructions.	Removal from classroom pending Multidisciplinary Team Review. Educated on the ward.	Away from the classroom

Restorative Interventions and Mediation – Practice Guide

Commitment - Provide a teachable moment for those involved where:

- The wrongdoer learns the effect of an action on others
- Those affected are heard and acknowledged
- Responsibility is taken with appropriate actions to make things right
- A positive learning experience is created

Process

1. First ask the wrongdoer what happened, and to then identify who has been affected and how.
2. Next ask the harmed person (if there is one) what happened, to express their feelings and needs
3. Finally ensure everyone understands the outcome and individual responsibilities

Avoid

- Asking 'Why?'
- Thinking you already know what happened
- Giving your opinion
- Interrupting
- Losing patience
- Leading interventions when you have been affected.

Find out

- What happened?
- What were you thinking about when this happened?
- Could you tell us what happened?
- What did you think when you realised what had happened?

Acknowledge

Who has been affected by what happened?

How do you think has been affected?

How do you feel about what happened?

What has been difficult about this for you?

Responsibility

What do you need to happen to make things right?

What do you need to happen next?

What do you need to do to make things right?

What do you think needs to happen next?

Fresh Start - mediation record

Complete one of these for every 'Stage 2' Fresh Start and beyond.

Name:

Date of Fresh Start Discussion:

Teacher:

What were your triggers?

What was the problem behaviour?

Who was affected and how?

What do you feel about what happened? How could you have reacted differently?

What will be your next steps, to put this right?

What do you need to happen next? What do you need to do to make things right? What do others need to do? What is the consequence?

Signed:

Pupil: _____ Print Name: _____ Date: _____

Teacher: _____ Print Name: _____ Date: _____

Behaviour Contract

Name: _____

Date of Contract: _____

Date for Review: _____

What are my triggers - which have a high probability of starting a sequence of responses which leads to poor choices, loss of control and problem behaviours.

What are the problem behaviours that I am trying to avoid?

What are my behaviour goals?

1. _____

2. _____

3. _____

How will my behaviour progress be measured?

What will be the rewards and privileges for meeting this contract?

Signed:

Pupil: _____ Print Name: _____ Date: _____

Head of School: _____ Print Name: _____ Date: _____

Key Nurse: _____ Print Name: _____ Date: _____

Parent/carer: _____ Print Name: _____ Date: _____

Individual Behaviour Management Plan



Name:

Date of Plan:

Date for Review:

What are the young person's triggers – which have a high probability of starting a sequence of responses which leads to poor choices, loss of control and problem behaviours.

What are the cues, for staff to look out for?

Key strategies - that *must* be used to help the young person manage their own behaviour to avoid escalation to the potential problem.

Positive handling strategies – to be used by nursing staff only.

Signed:

Pupil: _____ Print Name: _____ Date: _____

Head of School: _____ Print Name: _____ Date: _____

Key Nurse: _____ Print Name: _____ Date: _____

Parent/carer: _____ Print Name: _____ Date: _____

Further Sources of Information

Bodies. Oct 2014.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf

DfE Behaviour and Discipline in Schools Guidance – January 2016

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Make Them Go Away (SEND DVD)

Let's Fight it Together (Cyberbullying DVD)

Legislative links:

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)
Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

The Equality Act 2010

Specialist Organisations:

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cyber mentors peer support programme for young people affected by cyber bullying.

Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyberbullying:

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

LGBT:

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. This website will be updated shortly to provide links to further information and

organisations on transgender and other issues.

SEND:

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.