Category	Behaviour Management		
Document Name	Engagement & Mood Management Procedure		
Approval By	Grafham Grange Governing Body		
Reference	BM.P1.02	Date Ratified	27th August 2015
Version	1.0	Last Update	August 2015

Related Policies

Document	Reference
Behaviour Management Policy	BM.P1

Related Documents

Name	Reference
Behaviour Management Protocol	BM.P1.T1
Behaviour Management Procedures	BM.P1.01
Anti Radicalisation Protocol	SC.P1.T4
The Grafham Way	N/A

Key: Pastoral and Learning Support (PALS) Team
Pastoral and learning Support Manager (PALSM)
Designated Safeguarding Lead (DSL)

Our Mission

To build better futures for our students and their families, by working together to overcome barriers to emotional, social, and academic development. We will deliver an outstanding, inclusive, personalised curriculum through a multi-disciplinary approach in order to equip our students with the skills and experiences needed to embrace life-long learning.

The Teacher

"I have come to the frightening conclusion: I am the decisive element in the classroom, it is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated; a child **humanised** *or* **dehumanised***."*
Haim Ginott

"…many of the problems of control that arise in the classroom are a direct consequence of the way in which the teacher acts (or reacts) toward the children concerned…. So the teacher must examine closely what is really going on in the interaction that is taking place, and by understanding its nature, modify personal responses as necessary."
Tim Brighouse

Introduction

Engagement and Mood management is not a discrete, separate element of school life. All behaviours are communications, all in response to a feeling, experience or stimulus. Everything we do, all our words, actions, postures, planning, organization and also what we do not do, contributes to behaviour and indeed mood management. It is therefore crucial that staff consider their own behaviour and what this is communicating at all times, as this is where behaviour management begins. This procedure includes the *'Prevent'* strategy of violent extremism. Any incidents that arise will be notified to Surrey Local Authority.

The reason for having a protocol is to focus on that aspect of school life and bring coherence and consistency to the variety of interactions we all have with our students every day, to support as positive and safe a response as possible. We aim to enable all young people to understand and value others, appreciate diversity and develop the skills to analyse and debate issues. We believe that this plays an important role in helping young people to become insightful and more resilient. We aim to facilitate a happy, safe school where laughter, enjoyment and fun are of paramount importance, for everyone.

We believe that for effective learning, teaching an interesting and engaging curriculum, enhanced by teaching a clear programme of 'emotional intelligence' and the development of SMSC, including drugs education, is essential to building resilience among young people. This sits alongside our commitment to further develop our anti-racist curriculum and targeted, personalised support for students.

Note

- Physical Interventions (PI), serious incidents, incidents of bullying and/or racism are logged on SchoolPod within a timeline of 24 hours and discussed with SMT.

- Where necessary and in the case of racist incidents, the Ethnic Culture and Achievement Service (ECAS) must be notified, this will notify SMT real time as soon as it is logged on SchoolPod via the bullying or serious slip

- All completed incident forms (PI, serious incidents, incidents of bullying and / or racist incidents) MUST be printed and filed in students' files. These files will travel with the students as and when they leave school.

Any Engagement and Mood Management (Behaviour Management) procedure will only be as effective as the work of the staff that put it into practice.

Logging of engagement using the scoring scale 1-5 in every lesson is a non-negotiable as parity for reward and consequence is essential for all students. This data is also essential to demonstrate impact in all key action areas in relation to behavior, safeguarding, attendance and safety.

As the Elton Report (1989) points out, there are no simple remedies. It is the totality of the responses the student receives and the quality of teaching and environment that will ultimately affect their behaviour and sense of emotional well-being for good or ill. So any procedure has to be applied with humanity, sensitivity and consistency.

Shared Values And Beliefs About Behaviour

We believe the management of student's behaviour and mood should reflect the values of the school. We choose an approach and procedures which enhance the quality of the adult - child and child - child relationships. This principle guides all our actions and rules. If and when concerns arise, all staff are to follow procedures for complaints. The formation of healthy relationships is one of our main goals and the basis of much good behaviour and mood management and effective learning. We are always aware that all discipline involves values and we continually strive to find better ways of helping our children to learn more satisfying ways of behaving.

We never sacrifice the long-term well-being of the child to our own short-term well being.

We state our values clearly. We value:

- the right to feel happy and enjoy our time at school;

- the right to have fun and enjoy each other's company;

- the right to feel safe and be safe in our body and feelings;

- the right to learn to the best of our ability;

- the right to be respected and treated with dignity at all times;

- justice and a sense of fairness;

- the right to reflect and debrief after incidents, sharing feelings in regard to how incidents are managed by staff;

- the right to make reparation;

- equality of opportunity and accessibility for everyone.

We believe that:

- pupils who feel safe, valued, cared about and successful tend to respond in a more positive and appropriate way;

- when pupils are treated consistently, they are able to distinguish between desirable and undesirable behaviour, they begin to feel safe and trust in the predictable environment, enabling them to take risks in their learning;

- if the ethos of the classroom and the school is positive, there will be an atmosphere of mutual respect and enhancement of self-esteem in which pupils are behaving in an actively positive manner, and teaching and learning is leading to achievement;

- good discipline can be clear and firm, yet supportive; we describe this as 'firm but fair'

- when we feel happy and enjoy, we learn far better.

We aim:

- to create a warm, caring, calm and orderly atmosphere of belonging in the school that positively promotes learning and a sense of community;

- to achieve consistency of attitude and response by staff which gives a sense of security and safety;

- to promote and encourage the continual development of all staff in the understanding and working with students with social, emotional and mental health difficulties and review our practice regularly;

- to promote in all students a sense of self-discipline and an ability to take responsibility for their actions;

- to create a climate of mutual respect between all students, staff and visitors and a proper concern and respect for the school environment ;

- to help students change their anti-social behaviour that causes them so much unhappiness and to learn ways of solving difficulties that enable them to feel safe in their ability to manage feelings and control their behaviour;

- to create an environment that is safe, physically and emotionally, for everyone in the school;

- to develop a partnership with parents which recognises and respects important factors in the home life and experience of the students, and through ongoing dialogue supports parents to take a proactive and confident role in the management of their children's behaviour and needs;

- to develop self-aware and organised thinking skills;

- to facilitate an environment of infectious positivity and happiness.

Our key aims are always Restoration not Retribution, Reconciliation not Revenge, Rights and Respect.

Procedures

The school's 'Engagement and Mood Management' procedure deals with all areas of the students' intrinsic development, alongside the school's positive handling, touch and safeguarding policies.

Life Long Learning

Learning is the central focus of all we do. We strive to create the stimulating and engaging environment and the conditions that facilitate every aspect of life-long learning. Routines also give a sense of security and are crucial to the establishment of effective teaching and learning.

- We aim to establish and maintain routines in the classroom and to train staff and students to observe these routines. This helps to maintain boundaries and support the development of good habits.

- We aim to promote positive and appropriate responses, and so prevent many difficulties from occurring by good practice.

- We recognise that well planned, interesting lessons which are well structured and organised, experiential and contextualised to the child are crucial elements of good practice.

Classroom Rules

We have five classroom rules that set out our basic expectations of students' behaviour. The scoring system is displayed in all classrooms and will be visible to students on the white board

within the lesson. They should be referred to and used as a preventative strategy in the positive management of students' engagement in learning and applied consistently by all staff.

<u>As adults:</u>

- We must reflect on our own behaviour, evaluate our practice and examine our attitudes, to ensure we follow the school's mission statement and the guidelines set out in whole school procedures;
- We must have high expectations of ourselves, each other and student; be committed to high standards and raising pupil achievement.

The Progress Sheet/SchoolPod Recording

POINTS	I will get my POINTS if:
Polite	I am polite during the lesson. If I am rude, swear or use inappropriate language on more than one occasion I will not get my *'polite point'.*
On time	I arrive on time, in uniform. If I do the activities set by staff for the lesson I will get my *'on time point'*
Instruction	I stay in the room at my allocated desk. If I follow staff instructions on first request, I will get my *'instruction point'*
Never give up	I attempt all the work set and accept help from staff when I need it. If I always do my best and make progress I will get my *'never give up point'*
Talk it out	I let staff know **"what went well"** and **"even better if"** at the end of each lesson. By doing this I get my *'talk it out point'*
Success	I will be *'successful'* if I follow **ALL** 5 classroom rules above

Staff must be confident about using the required skills and techniques to keep students on task and learning appropriately by:

- being fully aware of students needs
- use appropriate behaviour management styles to engage students in their learning
- encourage students to take part fully in lessons
- meet, greet and correct all students in every facet of the school day, whether this is the collection and transfer into the dining room, at breakfast time, in the corridors, on arrival at school or walking in-between lessons
- be at the door at lesson changeover to monitor students' movements

Good practice and non-negotiables at GGS

1. Praise in public

Students thrive on praise and this must be commonplace throughout the school, staff are to promote positivity and reward pupils for improvements in positive behaviours and engagement by using 5s in class and raffle tickets using the set criteria displayed to promote positivity and achievement

2. Reprimand in private

If students disengage in learning, correct the 'issue observed' and ensure the student has clarity, so relationships are built and very clear, firm but fair boundaries are formed

3. Own the problem

When a student scores a maximum of 1 or 2 in the lesson, staff must attend the relevant catch up to complete the 'time owed' and explain to the student the reason for the consequence. This reflection is essential and students will learn to appreciated that disengagement from learning will result in 'agreed and fair' consequences

4. All Catch up sessions will be supported by SLT presence

This ensures consistent practice resulting in the students understanding that every member of staff are willing to challenge disengagement and implement the necessary consequences

5. Catch the students being positive.

Engage in 'purposeful' conversations so the students are aware that all principles within GGS are focussed on positive engagement

6. Positive Phone Call/Text Home/postcard /email/certificate

Please record the information on SchoolPod to evidence the contact with home and the frequency of the event; this slip is named "positive engagement with home" and essential to evidence improving communication and information sharing

Students will respond more positively to learning when:

*   staff stimulate their interest from the start of the lesson
*   staff use appropriate learning styles and activities to promote active learning;
*   staff set learning targets that are realistic and achievable;
*   staff ensure students receive appropriate support to achieve these targets.

All staff should avoid:

*   the use of sarcasm;
*   personalising the behaviour;
*   making threats or promises that cannot be met;
*   over reaction;
*   Being inconsistent and unfair.

A focus on learning

Some students find lessons and learning a difficult experience that reinforces their already low self esteem. Many have developed a sophisticated armoury of skills aimed at hijacking the learning process. It is therefore important to assert our role in the classroom and not become diverted by students' techniques. We must continually model the behaviour we desire from students.

Promoting Positive Behaviour

It is very important for staff to intervene quickly when unacceptable behaviour starts. If the behaviour can be quickly diffused, the lesson / activity may be able to continue without any other action being taken.

- stay calm: in a dispute between staff and student it is the staff member who is the adult role model and is expected to demonstrate self-control;

- be fair and be prepared to justify the action taken even if the student is unable or unwilling to accept the explanation;

- ignore secondary behaviour and discourage other students from "reporting" it;

- be assertive - call on SLT support only if necessary to avoid ongoing serious disruption

- be confident to challenge and own the behaviour displayed by attending the relevant catch up so students know that all staff will challenge with consistency

- separate the student from the audience; talk quietly and privately within the classroom or let the student know you will see them later; making this clear to the student and the rest of the class;

- acknowledge the success you have achieved with individual students and promote the positive.

- use the rewards assembly as a tool so every student can witness the success and progress achieved be this certificates, prizes or rewards. This is a celebration of positive engagement throughout the week. SchoolPod will automatically generate certificates to praise positive engagement and high attendance.

- SchoolPod must be used within this assembly so students are aware of their achievements and how standards are improving, leading to setting of aspirational targets for the following week.

Functionality that is displayed on SchoolPod includes:

- league table for week

- league table for term

- most 5s in the week

- league table of raffle tickets issued

- "pick a winner function" - a weekly prize due to gaining raffle tickets for positive engagement

- half termly draw for students, linked to earning of raffle tickets over a six – seven week period

Preventative Strategies

Even in the most positive and purposeful classroom, disengagement and challenging behaviour does occur. The following strategies will equip us with the skills required to deal with many situations whilst maintaining a relationship with the student than can, if necessary, be rebuilt at a later stage:

- meet/greet and positively suggest an alternative approach
- have the scoring system visible on the white board
- focus on positive engagement and praise
- be conscious of physical proximity
- non-confrontational techniques: how can I help you??(off task) is everything all
- right there…..(pupil unfocused). Non-verbal skills : thumbs up, please take a seat
- routine, routine, routine : seating plan, hands up, hand in air to gain attention
- connect with pupils so they can relate
- what could you be doing now?
- power of choice but consequence will happen if they do not make right choice
- diversion - agree and refocus if student is struggling
- bring the curriculum to life – work and learning is done when it's fun
- name/eye contact/pause/body language/thank you/move on
- confidence is crucial - students can 'smell' fear , eye contact/own the class/
- walk around/clear voice and smile
- positioning is key - "what are the students doing"?
- don't turn your back on the class to focus on one student
- encouraging words/gentle discipline/use support staff well

Reflective Listening

This approach gives student a language to express their feelings because they are hearing it from the adults around them. We want to avoid confrontation and help student to see that talking about what has happened and understanding how other people feel can help them understand themselves and their actions. Reflective language can be used in every situation and is another tool we have to ensure students follow the rules and learn to take care of each other before we apply sanctions.

Please remember:

- put yourself in students' shoes to avoid SRS (sensory response scenarios)
- avoid habitual responses, for example; 'calm down'
- avoid questioning 'what did you do?' do not order pupils to do things.
- reflect feelings, by making reflective statements that mirror back emotions

- verbalise on students' behalf - we become their spokesperson.

For example:

I can see you are angry because…
I am not surprised you have done that
It's not what I am going to do about it- it's what we are going to do together to solve the issue
You feel angry because he was abusive towards your mum
It's ok to have these feelings. All of us have these feelings.

We value our partnership with **parents/carers** and encourage involvement in all aspects of school life including engagement, attendance and students' progress.

We aim to:

- Welcome parents into school regularly and make them feel valued.
- Develop good communication between parents and school in the form of emails, phone calls, postcards, certificates and texts
- Ring/engage with parents/carers on a daily basis using various means of communication via SchoolPod
- Parents are under a legal duty to ensure that their child receives full time education and attend school

All students will be given a **'CONTRACT'** by the PALS team in the morning and the expectation is that they have ownership of this contract throughout the school day.

- The 'Contract' must be presented at the beginning of lessons and collected by the student once filled it.
- The 'Contract' should also be available for inspection in catch up and presented at the 'End of day contract meeting' to the PALS team.
- All scores are entered into the system on a lesson by lesson basis as students accrue rewards or consequences due to displayed engagement or disengagement.
- Students should be proud and have ownership of the 'Contract' as it will give them access to activities throughout the day

Staff Recording on SchoolPod

- Data recording is paramount to capturing the behaviour displayed by the student to inform change through positive intervention.
- The input of all facets of engagement and disengagement witnessed is the responsibility of all staff as we collectively 'own the behaviour'.
- Analysis can only be consistent, accurate and fair when we have a full picture of every student in regard to their daily engagement in learning, be it positive or negative.
- Input of students' scores is paramount to ensure the system is fair and consistent

- if students scores are not recorded, there will not be parity in regard to merits, raffle tickets nor the weekly points league table.

Accurate Recording lesson by lesson is an essential part of the 'Performance Management' process and included in all job descriptions

All Staff must:

- Record students' points on SchoolPod for every lesson
- Scores must be on the system for 2.30pm so PALS and SLT can conduct end of day meetings
- 1s and 2s need to be on the system on a lesson by lesson basis with a description, so consequences and calls home can be organised by PALS
- All serious incidents/Bullying/Child Protection slips need to be inputted immediately as they trigger emails to the PALS Manager, DSL and SLT so the issue can be investigated and resolved promptly

Record positive interventions within the intervention slips by the end of the 'education' day

Headteachers daily meeting at 3p.m. in the A-Band Room

This period gives the student time to reflect on the day. The Headteacher will focus on:

- The league table for points and amount of raffle tickets issued
- Behaviour radar previous day/week so far
- Group reports
- Merits obtained
- Items in the school shop
- Attendance

A weekly display on the **'GROUP'** board must include:

- Attendance of the group
- Attendance of whole school
- Whole school league table for term
- Whole school league table for previous week
- Most 5s whole school previous week
- League table for raffle tickets
- Behaviour radar for previous week positive and negative as it will inform targets for week

The Grafham Raffle

This system is in place to encourage students to complete work, improve their engagement in learning or respond to a challenge that they may otherwise find too daunting; this also allows the wider school community recognition of 'who' is doing well.

There will be a weekly raffle with smaller prizes and an aspirational prize very half term to motivate and engage students.

Raffle Tickets can be awarded for:

- Going 'Above and Beyond'
- Demonstrating a whole school drive to positive engagement e.g. The Grafham way
- Wearing full uniform
- Using positive language
- Refraining from smoking
- Completing Homework
- Meeting Daily/weekly targets
- Attendance over 92%
- 20 x 5s in a week (automated)
- Representing the school
- Getting over 120 points in a week (automated)
- Helpfulness in lessons towards peers and staff

The Catch Up System

On occasions, the most skilful management will not prevent or stop disruptive behaviour / disengagement in learning. However, to take no action not only condones the disruptive behaviour within that particular lesson, it also undermines, through lack of consistency, the efforts of other colleagues who are conscientiously attempting to maintain a positive environment that supports engagement in learning and a productive work ethic.

- The system is based on an accumulation of 1s.
- 1/2/serious slips are monitored daily by the PALS Manager and the AHT for Aspirations and Wellbeing
- Three 1s in a day accrue a Headteachers 'catch up' where SLT, Teachers and PALS work together to assist the student to reflect and complete missed work due to disengagement in learning. This will take place to 4pm, Monday-Thursday and 2.00pm on a Friday whilst the other students are on enrichment.

There are some rules that if broken will gain an immediate Headteachers 'catch up'; these are in relation to smoking, lack of appropriate uniform and persistent swearing.

The tick boxes relating to 1s/serious incidents on 'SchoolPod ' also include Anti-social behaviour, intimidation, vandalism, throwing of an object, fighting (zero tolerance),unacceptable rudeness to staff (zero tolerance) and the use of racist language, gestures or bullying (zero tolerance - in line with Local Authority policy).

If unsure please seek clarification regarding serious incidents as pupils with SEMH will display the characteristics within the 1 slip that need skilful management but this does not escalate to a

serious incident.

<u>Each 1 scored, is an automatic 20-minute catch up.</u>

- 2s given during morning Assembly and / or Lesson 1-2 will be completed at morning break time
- 1s can only be completed at lunchtime or afterschool as the students would not complete **ALL** the consequence within a break-time.
- If a student scores 2x 1s (40 minutes) they will have to complete this catch up time at lunchtime. Students will therefore have **their lunch away from the dining hall** due to the disengagement and negative behaviour displayed

The aim of 'Catch Up' is to:

- make students aware of the reason for their disengagement
- asking students to reflect on how the catch up could be avoided
- asking students what rule they broke
- ensuring students think about how they can avoid catch up again.

Each student starts each day with a clean sheet as all issues from the previous day have already been discussed and resolved.

Recording each student's 1s enables:

- an analysis of who has catch up each day
- how many catch ups individual students accumulate a week, a term and a year.
- The comment box also gives additional clarity if the teacher/pal who has recorded the incident arrives to catch up after the student e.g example of inappropriate language used.
- These categories will also be used to set pupil weekly targets in regard to most prevalent disengagement

The monitoring also identifies which students have accrued Headteachers catch up. The identification of students who continue to accumulate 'catch up' will be analysed and scrutinised to a deeper level in the 'Intervention Strategy Meeting' chaired by the Headteacher, every Thursday morning. Targeted Personalised Learning Plans will be reviewed, with targets set and agreed with the student and parents.

The 1s catch up system is in place to support positive engagement in learning by providing:

1. A deterrent (when other more positive means have failed)
2. A consequence for unacceptable behaviour / disengagement in learning
3. A system that enable Teachers and PALS to report negative behaviour
4. A means of monitoring the engagement of students
5. Ways of helping students understand what they have done is unacceptable

Clear reminders are given to the students relating to positive engagement:

- Name(s) on the board
- use of the barometer
- regular self-reflection (1-5)

Important Note: Students will be asked within the lesson what score they believe they should gain against the set criteria

- If a warning is given to students in a way that all other students hear and understand, then all students have had their warning; their scores 'may' decrease 4/3, 3/2, 2/1.
- Students will be given the chance to turn around disengagement e.g. "please use appropriate language as this will affect your score - if the task remains incomplete you will only score a 2".
- If a student is disengaged from learning, they have a 5 minute turnaround time to speak to PALS. If they engage with learning within this timescale they can still obtain a 3 for this lesson.
- If the student comes back into the lesson and again disrupts the flow of the lesson, they will automatically be awarded a 1/2.
- No student is to be **'placed outside'** the classroom unsupervised.
- A **supervised time-out of no more than 5 minutes** may be used especially at the beginning of the lesson.
- **No** student should leave the classroom, including those who insist they need to use the toilet, **without permission**.

The student causing a problem will remain in the classroom unless there is a risk to health and safety

The first aim of 'support' will be to keep the student in the lesson.

Immediate SLT intervention would be expected for:

- the use of offensive language designed to hurt (racist, sexist insults);
- a punch, slap or kick intended to hurt;
- swearing at the teacher or PALS as a reminder of expectation
- dangerous behaviour deemed as a health and safety risk to othe

All these behaviours must be challenged and consequences given for consistency, fairness and parity

In the first instance, classroom staff need to 'own the issue'.

If this is prolonged, the next 'stage' is for additional pastoral support so the student remains in the class.

PALS will liaise with SLT relating to an incident, so quick and cohesive responses are given to serious incidents.

Serious incidents may warrant modification of a 'Personalised Learning Programme'. This decision will be made by the Head Teacher once a full account of the incident is on the system.

Students' Conduct outside The School Gates

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

Subject to the school's 'Engagement Procedure', school staff may challenge a students' negative approach in the community for any misbehavior when the student is:

- taking part in any school-organised or school-related activity or
- travelling to or from school
- having repercussions for the orderly running of the school
- possessing a threat to another pupil or member of the public
- adversely affecting the reputation of the school.

'Peaceful Place' - supervision

This is manned by SLT and/or therapy staff. The supervisors are expected to:

1. to help students reflect on the behaviour displayed;
2. help students complete 'reflection time'
3. input the data on the relevant source 'SchoolPod'
4. inform the Assistant Headteacher, Aspirations and Wellbeing if a student cannot return to class, so further intervention can be applied

Physical Intervention

We recognise that, at times, some of the students may significantly deviate from the Engagement Procedure. The overriding principle relating to positive handling is that the best interests of the child take precedence over every other consideration. The first line of paragraph of the Children Act 1989 in the UK stated that the welfare of the child shall be the paramount consideration. Therefore when physical intervention is considered, it is regarded as a last resort and should only be used in exceptional circumstances. We also recognise that the use of any degree of force is unlawful if the particular circumstances do not warrant such force.

It is unlawful for a member of staff to use any degree of physical contact which is deliberately intended to punish a student, or which is primarily intended to cause pain or humiliation. Physical interventions should only be used when dialogue and diversion have failed to stop the behaviour and should always be the minimum needed to achieve the desired result, taking into account the age and size of the child. The decision to use a physical intervention must take account of the immediate circumstances of the situation, coupled with prior knowledge of the student and be

based upon an assessment of the risks associated with the intervention. All staff need to follow set guidelines on handling students and should be trained. Physical intervention should avoid contact that might be misinterpreted as sexual and respects the cultural expectations of the individual.

Physical Intervention is permitted and will only be used in order to stop students:

- causing injury to themselves
- causing injury to other pupils
- damaging property
- having a negative impact on good order

Schools can use reasonable force to:

- remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

Using Force

A panel of experts identified that certain techniques presented an **unacceptable risk** when used on young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

What Happens If A Pupil Complains When Force Is Used On Them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the 'Dealing with Allegations of Abuse against Teachers and Other Staff' [DFE-00061-2011] guidance where an allegation of using

excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate. If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher. As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force.

Reporting and Monitoring

If a Physical Intervention takes place it is the staff members' responsibility to:

- Complete the slip on 'SchoolPod' which is time and date stamped and save as it immediately.

- This must be completed within 24 hours along with a full written account in the Physical Intervention LOG.

- This MUST be completed with a member of the SLT or DSL present to ensure appropriate quality assurance

- Offer the student the ability to comment in a debrief on the PI; this will be logged on the slip; if they refuse, use the relevant tick boxes

- Make contact/Ring the parent/carer of the student prior to them arriving home that evening

- The forms will be scrutinised by senior staff, the DSL and School Nurse

- A meeting will take place between the student and the member(s) of staff involved about why the intervention was needed and possible strategies moving forward

- Risk assessment will need to be revisited depending on the severity of the incident

Power to search without consent for *"prohibited items"* including:

- knives and weapons
- alcohol
- illegal drugs
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The school as a community will not tolerate bullying, racist behaviour or any form of harassment under any circumstances.

To support this ideal we have the clear ethos that underpins the values of the school and is understood by all members of the immediate school community.

However, it would be unrealistic to think that these undesirable behaviours do not occur from time to time.

All colleagues have responsibility for monitoring any evidence of such behaviour and dealing promptly with incidents.

Instances of such behaviour must always be completed on SchoolPod and referred to SLT without undue delay.

We appreciate that one of the best rewards for a student is **genuine praise**. We praise students for their achievements. We try to ensure that in all our interactions with pupils the number of positive comments far outweighs any negative comments. We are always alert to praise a student at every opportunity **'catching them doing the right thing'**.

We try to make our praise authentic and precise. We look the student in the eye and say seriously something like, *"Robert, I like the way you did not retaliate when provoked, that shows strength of mind. Well done."*

Through our interactions with each other, we model positive and respectful relationships for the student. Language and listening skills are key elements in this.

Communicating verbally – we strive to show an interest in the student's work and interest, listening, decoding the language of the student's responses, sharing appropriate personal interests.

Communicating non-verbally - we adopt non-threatening stances, smiles, physical proximity, non-threatening physical touch, awareness of positive postures.

Relating to students *in an empathic and positive way –* we are willing to engage in activities with the student, maintaining a non-punitive stance. We maintain straight dealing, building trust, giving opportunity to make reparation and by our reflective approach to difficulties.

We recognise and honour without judgment the importance of the young person's family system, and their place within and loyalty to these. We take opportunities to foster positive relationships by using a positive tone of voice, our facial expressions, our reactions to their achievements and difficulties. We recognise that there are many opportunities in the course of the day to develop this aspect of relationships. We use touch proactively, appropriately and positively to reassure and calm, provide guidance and support and to model appropriate touch. We continually reflect on how we respond to individuals on a personal level. We celebrate all birthdays where appropriate within cultural context, valuing each students place in the world.

Keeping Positive

"There is neither good nor bad but thinking makes it so."
Shakespeare

Keep Smiling

Smiling may be a good habitual behaviour to develop. Smiling triggers an automatic response in other people, causing them to smile in return. It also makes other people feel subconsciously better disposed towards the person who is smiling. It communicates confidence and openness and also stimulates the production of natural opiates and boosts the immune system. At Grafham Grange, we truly understand the importance and impact of smiling.

Fear of Failure

"To change one's life: Start immediately. Do it flamboyantly. No exceptions!"
William James

Some people are disabled by the fear of failure, which prevents them from taking risks when they are presented with opportunities to learn new skills of form new relationships. People, who have been hurt in the past when they tried something new, learn not to risk failure. Instead of feeling excited at the prospect of a new opportunity or a new relationship they experience anxiety at the threat of being hurt or humiliated once more. Some students have been repeatedly failed, hurt and humiliated. They find it increasingly difficult to commit to a new relationship. Instead, they test new relationships to destruction, or sabotage their attempts to learn a new skill, creating a self-fulfilling prophecy and reinforcing their suspicions of new people and new things. When an experience has been painful in the past, people respond to similar situations with anxiety. That is why some students often respond to judgmental praise by destroying the piece of work being praised.

Inducing Moods

People can be guided towards more positive emotional states. Guided imagery involves asking a person to remember or imagine that they are in their favorite place, or recall the best day of their lives. By mentally adding sounds, colours and smells the image can be made stronger and the feelings evoked more powerful. This exercise can bring about positive mood change, but only if the person can be persuaded to try out the exercise. Like all other forms of exercise, mental gymnastics / yoga takes effort and practice. It is not enough just to join the gym, you have to go and do some work. By practising and working on the positive image, people can create a tool to help them change the way they feel when they are under pressure.

Mood Resources

At Grafham Grange we build up a collection of sensory toys, mood thermometers, books, music and videos that put us all into a good mood. If polishing up happy memories improves the way people feel then it might be we encourage students to keep photographs, audio and video recordings of positive experiences. Physical exercise is a proven method of changing the way people feel. It stimulates the production of endorphins. Just raising the arms in the air can increase blood flow to the brain. Sometimes a change of scenery helps too. It makes sense to encourage physical exercise and invest in the equipment which encourages people to do it. At Grafham Grange we encourage our young people to do something, rather than just sitting and wondering why they are not feeling better.

Summary

Our Engagement and Mood management along with MAPA training and the 'Grafham Way', is designed to minimise risk and help young people to build and maintain positive relationships. At Grafham all staff receive clear guidance and regular training so that they are more likely to be both confident and competent at supporting the young people we care for. Confident staff can reassure people who are anxious, offer boundaries and choices when people challenge, with safe and effective physical intervention strategies as a last resort. We can also help people to learn how to better manage their own feelings and therefore their behaviour by providing opportunities for support, reflection and repair. Grafham Grange School is a safe setting, without fear. It is a place where staff members go to work, not expecting to be hurt.

It is a place where young people and adults know they will be positively cared for. It is a place of safety and security, providing for some a contrast with the chaos, confusion and instability they may have experienced elsewhere. How our staff respond to our students, as opposed to the behaviour, can build the bridges which lead to positive change.