



RIPPLEVALE

SCHOOL

Behaviour Policy incorporating Physical Intervention

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Ripplevale School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these

policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

Ripplevale School provides a caring learning environment where our students make meaningful progress, relative to their individual starting points. Our aim is to encourage them to develop appropriate personal, social and employable skills enabling them to become confident, independent and aspiring young people

While this current policy document may be referred to elsewhere in Ripplevale School documentation, including particulars of employment, it is non-contractual.

The school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)

Ripplevale School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Ripplevale School.

The policy documents of Ripplevale School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Ripplevale School
Behaviour Management Policy and
Guidelines for the Use of Physical Intervention, searching screening and confiscation.

The Directors and staff at Ripplevale School are committed to making provision for the education and supportive social and behavioural care and control for up to eighty students in the age ranges of 6-18 years. The majority of students at Ripplevale School are statemented as being on the autistic spectrum usually with associated behaviour difficulties and a degree of co-morbidity. It is recognised that many of the students have serious learning problems - not the least of these being depressed literacy and numeracy skills.

Rules, Rewards and Sanctions in School.

Because students with an ASD experience difficulty with social interaction and communication they find it hard to 'fit in', not understanding how other people feel, so they can have problems in the classroom and in the playground, and in coping with the unexpected. They may not fully understand gestures, facial expressions or tone of voice. Understanding teachers and other school staff, the reactions of other children and participating in class can be challenging for them as a result. They may also struggle with subjects that use abstract ideas and experience a fundamental difficulty in understanding other people's social communications and intentions, and finding it hard to understand instructions and class exercises. Individuals with an ASD may also experience over- or under-sensitivity to sounds, touch, tastes, smells, light or colours. The daily experience of school life can be extremely stressful for many of our students. People with an ASD think and learn differently. Therefore, they require a different approach and application of school rules on occasion, for example if a behavioural issue has arisen. This is not to excuse poor behaviour, but it is an understanding that punishing a student with an ASD is often counter-productive since their behaviour difficulties usually stem from their lack of real understanding.

On the occasions where sanctions are necessary, to reinforce the unacceptability of certain behaviour, such as disruptive behaviour, deliberate rudeness, work refusal or bullying, these range from lunchtime detentions to meeting the Headteacher with parents to discuss behaviour, and can lead to temporary or in severe cases, permanent exclusion. However, every case is different and must be dealt with on an individual basis, because our approach to behaviour management is to look very carefully at what has triggered the reaction of the student in the first place and to work at ways of avoiding such situations and of increasing their understanding of similar circumstances.

Support is offered to students from their tutors and TA's. Tutors will communicate with parents and carers frequently and discuss strategies and need, TA's are instrumental in supporting students applying this as they follow the class around school on a daily basis. Also, available is wellbeing teams looking at strategies to help students to be able to self-regulate and should it be required drawing and talking specialists and counsellors to give the students opportunities to communicate. The school parent support advisor will also liaise and work with parents and carers to support behaviour at home, perform home visits and, where necessary, external services where necessary are referred to and signposted.

All behaviours and sanctions are looked at on an individual basis and never a blanket rule applied. Reasonable adjustments are made where necessary to the provision to support students to ensure compliance with the duties set out in the *Equality Act 2010* with relation to students with special

educational needs or disabilities. All sanctions will be reasonable in all circumstances and not be in breach of legislation with respect of disability, special educational needs, race or other equalities or human rights. The school should also consider whether the behaviour under review is likely to put the student at risk of significant harm, at which point staff must follow the safeguarding policy (*Behaviour and Discipline in schools, Department for Education January 2016*).

Every student also has individual targets that relate to their individual needs as named in their education health care plans, these include targets in the following areas such as social emotional, communication and interaction, physical and sensory and cognition and learning. These are monitored and shared with parents when reviewing the students' progress at three points per year. The aim being that some antecedents to negative behaviour may be removed by progressing the students understanding, for example; to better understand social cues may reduce peer conflict. Classroom expectations are clear through school council.

The use of Behaviour tracking Software (Class Charts) enables staff and students to communicate and record both positive and negative behaviour. School staff hold individual user accounts to the software, where positive behaviours can be recorded and students issued with a positive point. Positive behaviours listed include: perseverance, helping others and good progress. These are to be issued with the students each lesson with a student receiving no more than one per lesson. Additional information such as the activity completed can, and is encouraged, to be added.

Students can also receive positive points for achieving a target from their individual provision plans. The plans and targets are based on social and emotional, cognition and learning, physical and sensory and cognition and learning. These points can be awarded on each occasion the student completes a set target. It is the responsibility of the tutor to review the consistency of completion, and update these targets at three points per year on provision plans ready for EHCP reviews (annually) and update the set targets for each student within the software. These new targets are also communicated by tutors to students for discussion should the student wish to.

Students also receive negative behaviour points. These are pre-set by the school on the software and include: leaving a lesson, leaving site, physical aggression, rudeness and bullying. Where negative points are given for less severe, low level behaviour, such as distracting others and rudeness, students are to be given a three strike warning system by staff before this is entered. If behaviour continues, as students can take time to calm, information should be added to the initial record rather than awarding additional negative points. Serious behaviours, such as aggressions and leaving site, are to be noted immediately and will send notifications to the management team for support and assistance. Leaving and refusing to attend lessons should also be awarded on each occasion so trends can be accurately recorded. Negative behaviours will also require an outcome to be added to record how the incident was resolved or actions taken.

Behaviour flow charts are displayed for staff and students to follow and assist with outcomes. One warning point in a day will serve only as a warning, the second will require students to be spoken to by their tutors, a third warning point received will require telephone contact made by tutors to parents. Beyond three warning points will be referred deputy head assigned to that year group to action as appropriate which may include discussion with staff and pupil, parent involvement, or exclusions.

Behaviour points can also be added outside of the classroom and in break periods by the use of tablets carried by support staff.

Students are able to access accounts and able to track their own behaviours, view set homework from teachers and spend positive behaviour points on prizes from an online school rewards store. All prizes come with positive phone calls home.

The software can show periods of negative behaviour for a pupil and trends can be detected at an early stage, allowing for early intervention and strategies to help the student access the curriculum.

It is required that all negative behavioural incidents, physical interventions and absconding incidents (in addition to recording on Class Charts) continue to be recorded by the completion of the relevant log book entries, forms and reports to management and or family liaison and designated safeguarding lead as appropriate.

Homework can be issued, submitted and recorded, this is at the discretion of the subject teacher.

Whilst it is essential for staff to have open the class charts pages to update the class attendance and behaviour the SEN and points details should be removed by clicking the removal symbol at the top of the page. This ensures that student's information should not be visible to students on a whiteboard. Open classes should be viewed using the discrete window available on class charts.

Bullying

Children and young people with an autism spectrum disorder (ASD) have difficulty 'reading' social situations and knowing how to engage in ever-changing social contexts. They find it hard to predict other people's behaviour and to interpret their body language and expressions to guess what they are thinking or feeling. This makes it difficult for children with ASD to understand other people's intentions, and makes them an easy target for bullies. Because children and young people with autism may be unaware that others 'judge' their behaviour they may be especially vulnerable to bullying in the community. In an ever-changing world cyber bullying, on-line or via mobile phones, is an increasing problem for all young people, and for the reasons described above even more so for those whose needs lie on the spectrum.

Due to impairments in social understanding and imagination bullying issues are perhaps even more complex for people with ASD. For example, a vulnerable student may not recognise that they are being bullied and believe themselves to be part of the group because they are paying them attention or asking him to do things for them. Another example may be where a student with autism becomes obsessional about another student and targets them in either a positive or negative way.

Additionally, due to theory of mind impairments, most students with autism have very little understanding of the feelings of others. It is difficult therefore, to be sure that the behaviour was 'deliberately hurtful'. For example, student A may frequently shout at student B not because he wants to upset him but because he is curious about B's reactions.

Young people with autism can make direct remarks but have no intention of causing harm. Such comments cannot be considered as bullying, but they need to be addressed so the student learns about the impact of their remarks and how to interact more appropriately. Our **Anti-bullying policy** ensures that all students are made aware of what bullying is, what to do if they are being bullied. This is an ongoing cross-curricular theme addressed in assemblies and pastoral sessions. Students are taught and encouraged to report bullying incidents to staff who record and investigate all incidents of reported bullying using class charts.

Parents will be informed and, in serious cases, will be asked to come in to a meeting to discuss the problem and where necessary interventions will be planned to help bullies understand the impact of and change their behaviour.

Short and longer term monitoring is used to ensure that strategies to overcome a bullying incident have been successful.

Behaviour to and from School

Ripplevale School acknowledges that the taxi journey to and from school can be a stressful time for some of our students. Where student behaviour on these journeys is contributing to the anxiety or discomfort of other students, or affecting the ability of the driver or passenger assistant to carry out their duties, students and parents will be informed and invited to a meeting where appropriate measures will be discussed. Taxi drivers and passenger assistants may also be involved in the meeting process to discuss and implement measures to ensure safe transport is provided. Consultation with Kent County Council's Transport Team will be made at each step as they have overall responsibility to school transport.

Discussions on behaviour to and from school may lead to school led sanctions, or further investigations into the reasons for the behaviour, with measures put in place, as far as possible, to help make the taxi journey a calm and peaceful experience.

In addition to this, the school's Parent Support Advisor will work very closely with families to support behaviour outside of school. Because of the specific difficulties many of our students face, this can include:

- Support for families and students whose behaviour on-line may be inappropriate or unsafe
- Support for families and students who need a 'joined up' message in school about behaviour in the home
- Support for families and students whose social interactions may be inappropriate or unsafe outside of school.

Physical Contact.

Because of the needs of some of our students, physical contact may occasionally be necessary by use of Team Teach approved strategies by trained staff. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to have restrictive physical intervention to prevent violence or injury.

The physical techniques used at Ripplevale School provide a gradual, graded system of response commensurate with the situation, task and individuals involved, allowing for phasing up or down as dictated to by the circumstances at the time and training staff have received in implementing Team Teach strategies.

There is an emphasis on appropriate and targeted verbal and non-verbal communication; with the aim at all times being for the student to be able to calm down safely so that staff can return the physical control and help find a better way.

Any physical intervention is reasonable, proportionate and necessary, meaning that no more force is used than is needed to prevent students from hurting themselves or others or damaging property.

Force is NEVER used as a punishment.

Any physical intervention incident is reported by staff member involved on a physical intervention form and reported to the Senior Member of staff responsible for monitoring at the first opportunity, preferably the same day and never more than 24 hours after the incident. Parents are always informed on the same day.

However, there are other occasions when physical contact, other than reasonable force, with a student is proper and necessary, for example, when comforting a distressed student, when a student is being congratulated or praised, to demonstrate exercises or techniques during PE lessons or sports coaching; and to give first aid. These instances are not required to be recorded and parents informed routinely, unless they make up part of a wider picture of the needs of the child.

Searching and Confiscation

Searching

- School staff can search a student for any item if the student agrees.
- The Headteacher and staff authorised by her have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers, e cigarettes or vapes
 - Fireworks
 - Pornographic images

- Any article that staff reasonably suspects have, or is likely to be, used to commit an offence, or
- To cause personal injury to, or damage to the property of, any person (including the student).
- The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for, in addition to the items listed above.

School staff can search students with their consent for any item.

- Schools are not required to have formal written consent from the student for this sort of search – it is enough for the Headteacher of School to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.
- If a member of staff suspects a student has a banned item in his/her possession, they should inform the Headteacher who can instruct the student to turn out his pockets or bag and if the student refuses, the Headteacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A student refusing to co-operate with such a search can result in an appropriate disciplinary penalty.

The ability to give consent may be influenced by the child's age or other factors

Confiscation

- The Headteacher of School can seize any prohibited item found as a result of a search. He can also seize any item, however found, which he considers harmful or detrimental to school discipline.

Schools' obligations under the European Convention on Human Rights (ECHR)

- Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy.
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.
- The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

Searching without consent

This can be carried out by a member of the senior leadership team, who is of the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched. This can take place when and where there are reasonable grounds for suspecting that a student is in possession of a prohibited item.

There is a limited exception to this rule. The member of school staff authorised by the Headteacher, can carry out a search of a student of the opposite sex and without a witness present, but only where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Items that can be searched for:

- Knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, e cigarettes or vapes, fireworks and pornographic images;
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, 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.

Grounds for a search

- The Headteacher or authorised staff can only undertake a search without consent if he has reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The Headteacher must decide in each particular case what constitutes reasonable grounds for suspicion.
- In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older.
- The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Location of a search

- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings.

Extent of the search – clothes, possessions and lockers

- The person conducting the search may not require the student to remove any clothing other than outer clothing.
- A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- Under common law powers, the school is able to search lockers for any item provided the student agrees.
- If a student does not consent to a search then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

Use of force

- The Headteacher or authorised staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e cigarettes or vapes, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

The power to seize and confiscate items

- The Headteacher or authorised staff may confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

- The Head of School or authorised staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
- Items found as a result of a 'without consent' search - the person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the student.
- Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find other substances which are not believed to be controlled drugs these can be confiscated where the Headteacher or authorised staff believe them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'.
- Stolen items will be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where the Headteacher or authorised staff finds tobacco or cigarette papers they will dispose of them.
- Fireworks found as a result of a search will be disposed of.
- If the Headteacher or authorised staff finds a pornographic image, it will be disposed of unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it will be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it will be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where the Headteacher or authorised staff finds an item which is banned under the school rules professional judgement will be used to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of an offence will be passed to the police as soon as possible.
- It is up to the Headteacher to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a "good reason" for not delivering controlled drugs or stolen items to the police the Headteacher will have regard to the following guidance issued by the Secretary of State :

With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, the Headteacher may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

Electronic devices

- Where the person conducting the search finds an electronic device they must request the Headteacher to examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the Headteacher has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

- In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
- If inappropriate material is found on the device it is up to the Headteacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Telling parents and dealing with complaints

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search, but this will be recorded.
- The school will inform the individual student's parents or guardians where alcohol, smoking illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about searching will be dealt with through the normal school complaints procedure.

Disciplinary action against pupils who are found to have made malicious accusations against staff.

Students that are found to have made malicious allegations will have breached Ripplevale School behaviour policies. We will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

All allegations against staff should be reported immediately to the Headteacher. In the absence of the Headteacher or in the case where the Headteacher is the subject of the allegation or concern allegations should be reported to Governors. Contact details for the local authority designated officer (LADO) responsible for providing advice and monitoring cases will be provided in such cases. Staff should consult the school *Managing Allegations against Staff* policy 2022

Sexual violence and sexual harassment between children in school

From the Department for Education document, *Sexual Violence and Sexual Harassment Between Children in Schools and Colleges 2021*. Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'. Schools and colleges should be aware of, and respond appropriately to all reports and concerns, including those outside the school or college, and or online. Schools and colleges should be aware of the importance of: making clear that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable: not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse as it can lead to a culture of unacceptable behaviour: understanding that all of the above can be driven by wider societal factors beyond the school and college

Schools and colleges have a statutory duty to safeguard and promote the welfare of the children at their school/college. As part of this duty, schools and colleges are required to have regard to guidance issued by the Secretary of State. Any staff member who is disclosed to, suspects, or is aware of the above must follow the schools *Safeguarding policy* which is informed by the *Keeping Children Safe in Education 2021*

Remote Learning

Should students be involved in remote learning:

Remote learning Amendment (Also within the Remote learning policy)

- Keeping in touch with pupils and parents:
- Teachers should maintain regular contact with the families and students via telephone, email, Zoom and Google Classroom. Contact should check in on welfare of the student and family and review issues with work.
- Teachers should complete any video call with another member of staff on the call.
- Parent emails should be responded to at the earliest possible time, the same day unless information or advice needs to be sort in which case longer may be needed.
- Any complaints, concerns or safeguarding should be reported in the usual manner according to school policy. School telephone lines have the option to speak to the Headteacher. All Rip-plevale School related email accounts are check daily.
- Safeguarding concerns reported by staff will need to be reported by the class charts system and telephoned to the available designated safeguarding lead.
- Student behaviour on any online meeting is expected to maintain already existing classroom expectations. Should they not be able to abide by these, and fail to be supported by the appropriate adult in the vicinity then that students participating in that call should be removed by the teacher/host. Telephone contact with the parent following to explain decisions should be made and the relevant member of SLT informed.
- Students will only be encouraged to complete work and not reprimanded for failure to do so.
- Any Video call should use the record facility available and all parties and appropriate adults should be made aware and consent to this. Recordings will only be kept for the period allowed by the online platform and held by them in accordance with their privacy policy and relevant GDPR regulations and Zooms terms and conditions of service.
- Any contact with students must be recorded on Class Charts and class spreadsheet held on Teacher Data.

Useful Documents

[Equality Act 2010](#)

[Keeping Children Safe in Education 2021](#)

