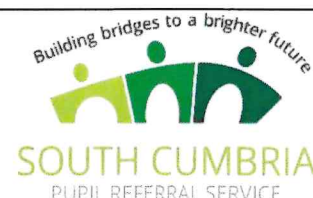


Relationships and Behaviour Policy



RECORD OF ISSUE

ISSUE	DATE	NEXT REVIEW DATE	SUMMARY
1	March 2021	March 2022	Annual Review. Title and policy changes made to reflect developments and changes within the centre and guidelines.
2	September 2022	September 2023	Annual Review. Incorporating DfE advice on behaviour in schools; searches; child-on-child abuse; and sexism, sexual harassment and sexual violence
3	September 2023	September 2024	Annual Review. Incorporating revised DfE advice suspension, exclusion and school-movement
4	March 2024	Sept 2024/March 2025	March 2024 - Changes made to reflect Leadership changes from DHT to AHTs and changes in law re. vaping
5	September 2024	September 2025	Annual Review. Further change to policy regarding vapes and addition of Team Teach leaflet for parents
6	September 2025	September 2026	Annual review. Review of values with staff July 2025
7	April 2026	April 2027	Changes to incorporate DfE guidance on Restrictive interventions, including use of reasonable force, in schools

DOCUMENT CONTROL

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School vision statement

South Cumbria Pupil Referral Service has three core values which underpin everything we do: Empathy, accountability and resilience.

The Service's Values (Appendix A) states every child we work with has the right to:

- feel safe and secure
- receive appropriate care, support and guidance
- feel valued and respected as part of the school and wider community
- be accepted, not judged and treated with empathy and understanding
- know they will be listened to and given opportunity to succeed
- build good relationships with people who have high expectations (of themselves and others) and are committed to their progress
- improve their ability to make positive choices and be involved in planning for their future
- an education that meets their needs with an appropriate curriculum and qualification offer

We focus on building positive relationships between children and staff and children with their peers and recognise that understanding our emotions is a key aspect of understanding and managing behaviour.

1) Policy Statement

This policy was developed based on guidance from the Department for Education (DfE, see Appendix F for links to relevant guidance) taking account of the emphasis the service places on relationships in supporting positive behaviour management. It has taken account of input from members of the management committee, staff, parents and carers, pupils and other professionals.

2) Policy Scope

This policy is for all staff, pupils, parents and carers, members of management committee, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

3) Policy Aims and Objectives

Our service is committed to the mental health and emotional well-being of its staff, pupils and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. It is acknowledged that members of the



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school community may have very different parenting experiences and views on behaviour. However, the aim of our Relationships and Behaviour Regulation Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

We aim to:

- Promote good behaviour, self-discipline, respect and regard for authority
- Create a safe environment in which all pupils can learn and reach their full potential
- Ensure the school meets the national behaviour standards for schools (detailed in Appendix J)

4) Policy Links

This Policy should be read in conjunction with the following policies and procedures:

Special Educational Needs Policy
Health and Safety Policy
Admissions Arrangements
Complaints Procedure
Single Equality Scheme
Child Protection Policy
Online safety & Cybersecurity Policy
Whistle Blowing Policy
Supporting Pupils with Medical Needs and Administering Medicines Procedures
Educational Visits Procedures
CCTV Policy
Sex & Relationships Education Policy
Stress and Well-being policy
Staff code of conduct

5) Roles and Responsibilities

The Management Committee is responsible for setting general principles that inform this policy. The Headteacher is responsible for developing the relationships and behaviour regulation policy and deciding the standard of behaviour expected of pupils by the Service and how that standard will be achieved, the Centre rules, rewards for good behaviour and the nature of any consequences and when they may be applied.

The commitment of staff, pupils and parents/carers is vital in order to develop a positive whole service ethos.

The expectations of staff, pupils and parents/carers are outlined below.

5.1 What Pupils Can Expect from Staff

You may expect staff and other adults to:

- explain the service's expectations, systems and routines for behaviour and emotional regulation at induction, as a new starter and, as necessary, throughout your time here;



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- understand that emotions underpin behaviour;
- give due consideration to how previous life experiences or neurodiversity can affect emotional responses;
- support you in managing emotions by co-regulating and developing your self-regulation skills;
- build and maintain positive relationships with you;
- use opportunities to teach about emotional regulation and behavioural responses when appropriate;
- encourage and support you to repair situations where necessary;
- follow the staff code of conduct and any other professional standards;
- keep to the home / school agreement.

5.2 What Staff Can Expect from Pupils

Staff will expect you to:

- Show respect for other pupils, staff, the school and wider community.
- Work to the best of your ability.
- Allow people to help you fulfil your potential.

See Appendix I for further examples of expectations based on these three school rules.

5.3 What Staff Can Expect from their Colleagues

You may expect your colleagues and other adults to:

- treat you with respect;
- work and co-operate with you for the overall good of the community;
- offer support when appropriate;
- follow the staff code of conduct and any professional standards.

Staff can expect the leadership team to provide:

- an induction that provides training on our approach;
- regular on-going training on our relational based approach;

5.4 What Staff Can Expect from Parents and Carers

You may expect parents and carers to:

- treat you and others with respect;
- behave responsibly whilst on the premises;
- report any incidents of bullying (including cyber bullying) as soon as they are discovered so that the issue can be dealt with promptly by staff;
- support the service's policies, strategies and guidelines for behaviour regulation;
- discuss any issues of concern with any relevant member of staff in a calm and non-aggressive or threatening manner;
- consider the implications of posting inappropriate or defamatory details on Social Network sites and the detrimental effect inappropriate comments can have on individuals and the service as a whole;
- Follow the home / school agreement.

5.5 What Parents Can Expect from Staff and other adults in the Centre

You may expect staff and other adults working for the service to:

- Keep to the home school agreement, staff code of conduct and relevant professional standards.
Amongst other things this includes an expectation to
- treat you with respect;
- set high standards of work and behaviour for all young people in their care;
- keep you informed about your child's behaviour and progress;
- work with you to address and difficulties your child experiences with emotional regulation or relationships.

6) Approach

Key premises of the service's approach are:

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity). In line with our duties under the Equality Act (2010), the service will be flexible in how we respond to different pupils' behaviours to avoid escalating situations unnecessarily.
- Behaviour is a form of communication.
- Taking a non-judgmental, curious and empathic attitude towards behaviour: All adults in school are encouraged to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- Pupils with behavioural difficulties are regarded as vulnerable rather than troublesome and we all have a duty to explore this vulnerability and provide appropriate support.
- Prioritising strong relationships.
- Maintaining clear boundaries and expectations around behaviour: In order to help pupils feel safe, the service aims to provide an environment high in both nurture and structure.
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of pupils are within their control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful.
- Behaviour must always be viewed systemically and within the context of important relationships (i.e., a relational communication pattern rather than an internal problem).
- Parental engagement and involvement are crucial when addressing and planning support for pupils' social, emotional and mental health (SEMH) needs.
- We strongly believe that responding to the SEMH needs of pupils is not the responsibility of a few staff in school; it is everyone's responsibility.
- Where possible natural rewards and consequences that follow certain behaviours will be made explicit, removing the need to enforce 'sanctions' that can lead to potentially more negative behaviour.
- Taking these points in consideration, staff will support pupils to maintain good standards of behaviour through relational approaches such as the regulate-relate-

reason-repair model or emotion coaching. Staff will apply Team Teach principles, focussing on the 95% de-escalation.

The service's approach to behaviour is explained to pupils and parents / carers at induction and reinforced through pupil and staff interactions throughout the school day.

Staff can use strategies such as giving pupils time away from their teaching group or working 1:1 (with a trusted adult where possible) to support regulation and provide opportunities for success. The service is resourced to allow this, with most lessons having additional adult support. Staff support pupils at break and lunch, supervising and structuring activities. Where challenging behaviour does arise, staff will support pupils in learning from incidents through approaches such as restorative justice and/or life space interviews.

Where it becomes clear that a young person is having on-going difficulties in managing their emotions, there are a wide range of strategies which are used to support pupils, including:

- Increased communication between home and the centre
- Use of the Early Help process where there is/needs to be multi-agency involvement
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy, vocabulary and/or numeracy support where this is identified as a barrier to learning and impacts on the young person's behaviour
- Alternative curriculum provision, including off-site direction (either part or full-time) as appropriate.
- Personalised timetable and consideration of a reduced timetable with parents and other agencies involved. Where reduced timetables or off-site direction are used then plans (including timescales) will be put in place to re-integrate pupils back into school. These plans will be regularly reviewed with pupils, parents and other professionals. For some, off-site direction / provision may be made to meet special educational needs (where that provision is not available on site). In this case it may be expected to continue for a longer time period.
- Behaviour Support Workers and Engagement Officers may withdraw pupils from the timetable and supervise time away activity.
- Referral to external agencies such as Educational Psychologist, Child & Adolescent Mental Health (CAMHS) team

However, it is noted that in certain circumstances the service may need to employ other approaches, including the use of consequences (including removal) or searches. These are described in Appendix B. Procedures for suspension and permanent exclusion are given in Appendix E. In all circumstances efforts are made to reward positive behaviour and further information on the Service's reward scheme is also found in Appendix B. Appendix C includes information about pupil conduct and misbehaviour outside of the centre premises. Occasionally, in order to maintain the safety and welfare of our pupils, it may be necessary to use restrictive interventions, including reasonable force, on a pupil, as permitted by law. Further details are included in Appendix D.

Details of how drug-related incidents are managed are contained in Appendix G.

How the centre deals with child-on-child abuse / bullying is set out in Appendix H. Where harmful sexual behaviours, sexual harassment or sexual violence are involved further details may be found in the Child Protection Policy.

Records of behaviour incidents are kept on the school information system (Behaviour Watch). This information is used to track the progress of individuals and groups of pupils

over time. It is also monitored to ensure that this policy is not unfairly discriminating against any particular group of pupils.

7) How the school supports staff well-being, reflection and development

The centre supports staff well-being and reflection. Staff briefings are held twice daily to enable staff to discuss any challenging incidents and understand how pupils have managed their emotions across the day. After more serious incidents, involving a physical intervention, a staff and pupil debrief is always held. Staff can speak to line managers if they have any concerns and where possible the school counsellor is available before the start of the school day for staff drop-in appointments. Further details are included in the Stress and Well-being policy.

Staff are team teach trained and this is refreshed formally every 2 years, but time is set aside in the staff meeting schedule for regular recaps of both the 95% de-escalation approaches and safe physical interventions. Meeting or training time is also allocated to developing relational practice such as using the '4Rs' approach or emotion coaching.

Half-termly staff supervision meetings are included in the staff meeting calendar to provide peer support. Staff well-being surveys are carried out bi-annually and once per year this will include additional questions on school culture.

Pastoral care via internal and external sources as appropriate are identified and available for staff accused of misconduct.

8) Malicious allegations

Where allegations are made against any member of staff the Headteacher/Designated Safeguarding lead will inform the Local Authority Designated Officer and police if appropriate.

Where allegations against staff are found to have been made maliciously the Headteacher will review the case and consider potential consequences and well as actions and support for the student on a case-by-case basis based on the circumstances.

All allegations against staff are treated as a safeguarding matter.

9) Practice and policy review process

This policy will be subject to continuous (and at least annual) review process. This will involve an ongoing cycle that involves applying relational behaviour regulation principles into practice and policy development, disseminating through frequent training, reviewing effectiveness, identifying weaknesses and/or lack of clarity and problem-solving to further develop practice.

Appendix A – Our Values

OUR VALUES

We are a specialist provision working with pupils with Social, Emotional and Mental Health (SEMH) needs.

We work with families and other agencies to support them to achieve their potential.

We aim for all to develop resilience and be valuable members of society who are accountable for their behaviours.

The behaviours we expect in staff and encourage in our students are Accountability, Resilience & Empathy.

Every child we work with has the right to:

- **feel safe and secure**
- **receive appropriate care, support and guidance**
- **feel valued and respected as part of the school and wider community**
- **be accepted, not judged and treated with empathy and understanding**
- **know they will be listened to and given opportunity to succeed**
- **build good relationships with people who have high expectations (of themselves and others) and are committed to their progress**
- **improve their ability to make positive choices and be involved in planning for their future**
- **an education that meets their needs with an appropriate curriculum and qualification offer**

Appendix B – Rewards and Consequences

Rewards

The Service tries to reward positive behaviour wherever possible. Rewards include:

- Praise and encouragement (we consider this to have the most positive effect on pupil behaviour)
- Feedback at the end of each lesson (verbal and written)
- Records of Achievement
- Positive phone calls to parents/carers /mainstream schools
- Additional time in mainstream school
- Green slips & Reward ladder (see below)
- Choice of activities
- Trips out
- Postcards home showing positive behaviour.

Pupils can gain green slips throughout the day, this can be in both lessons and unstructured time. Green slips will be collated each week during form time and pupils can move up the rewards ladder accordingly. Pupils can only move up the ladder, they cannot move down due to poor choices or behaviour.

For every 10 green slips received pupils can select their own small prize, for every 50 green slips a bigger prize will be given and a headteacher's bronze, silver, gold or platinum certificate awarded.

Rewards		Number of green slips	
Chocolate bar, sweets or small prize and postcard home	{	200	Day Trip Out and Platinum Certificate Home
		190	
		180	
		170	
		160	
Chocolate bar, sweets or small prize and postcard home	{	150	Take away Lunch with a friend and Gold Certificate Home
		140	
		130	
		120	
		110	
Chocolate bar, sweets or small prize and postcard home	{	100	£10 Voucher and Silver Certificate Home
		90	
		80	
		70	
		60	
Chocolate bar, sweets or small prize and postcard home	{	50	£5 Voucher and Bronze Certificate Home
		40	
		30	
		20	
		10	
		5	

Consequences

Where pupils display challenging behaviour staff will try to work with them to understand the feelings or emotions that may have given rise to the incident. This may take time and need to happen away from other pupils and consequently result in a missed break or lunch or some time working 1:1 with an adult. The aim will be to improve the pupil's understanding of their emotional responses and / or the service's expectations and for them to reengage in meaningful education. During this time where possible natural consequences will be made explicit, for example, where a pupil has been unkind to another, pointing out that they may now be less welcome to play football at break. However, at times logical consequences, planned and implemented by staff, may be necessary. Staff in our service will endeavour to ensure these logical consequences are related, respectful and reasonable. However, consequences may also be used as deterrents for specific or groups of pupils or as a protective measure where behaviours may place others at risk. Staff will take account of pupils' special educational needs and/or disabilities when deciding on their responses to pupils' challenging behaviour and ensure that the Equality Act 2010 is being complied with.

Related

Related means that the consequence is clearly connected to the pupil's behaviour and its function. This requires the staff to know pupils well: the function of the same behaviour may be different for each child, or even for the same child at different times. Staff should take this into consideration and not use one consequence, such as removing the pupil to an area away from others, for all inappropriate behaviour. A related consequence may be to have a pupil spend some of their free time (e.g. break or after school) discussing the natural consequences of the action with staff (e.g. hurting that person's feeling, possibly getting called a name back) and making efforts to repair the situation. An unrelated consequence may be one where a sanction is issued (detention, time away from the group), but no effort is made to link this to the behaviour.

Respectful

Consequences need to be given with empathy in a respectful voice tone. If not, the pupil will focus more on the feelings of the adult or their own feelings of anger resulting from being talked to disrespectfully rather than reflecting on their choices. The pupil that is not treated respectfully often becomes aggressive, passive, resentful, and/or uncooperative and may try to get revenge against the teacher.

Reasonable

Reasonable refers to not providing consequences for a pupil's inappropriate behavior that is too severe. It is not reasonable to require that a pupil lose all their breaks for the week for one incident of minor disruption in class. A more reasonable consequence may be to stay in for one break to practice appropriate classroom behaviour. Staff should consider individual's needs in deciding what is reasonable. For example, issuing a consequence for repeated lapses in concentration may be reasonable for some pupils, but not for an individual struggling to manage ADHD.

Restorative justice and life space interview approaches are both excellent examples of related, respectful and reasonable consequences, although more informal practice may be better suited to dealing with day-to-day incidents.

A summary of the consequences available:

- Informal talk about unacceptable behaviour
- Formal talk at the end of a lesson
- Time away from group working with staff
- Detention during break / lunchtime (pupils will get the opportunity to have their lunch and efforts should be made to relate the time to the incident)
- Referral to Leadership Team member
- Phone call home
- Detention at the end of the day with potential loss/delay of transport home
- In serious cases of disruption involving assaults on pupils/staff or damage to property the centre may choose to involve the police.
- Off-site direction
- Although the Centre reserves the right to suspend, all staff agree that suspensions are not particularly helpful in improving behaviour and, as such, they are not currently used.
- Permanent exclusion

Removal

Time away from the group is often a planned response (identified in pupils' emotional regulation plan) or may be used to enable a pupil to regulate his or her emotions in a separation space. It may also be removal, where a pupil is required to spend time out of the classroom at the instruction of a member of staff as a consequence rather than a regulation strategy. This is a serious consequence and will only be used when necessary and once other strategies have been attempted (except where behaviour is extreme). However, we do not have an identified removal room and, just as when we employ separation spaces for regulation, where possible pupils will be accommodated in rooms that they are comfortable with and supported by identified trusted adults (although this is not always possible immediately). The purpose of removal is to allow the pupil to regulate and to re-engage with learning. Often this is achieved within the same school period and pupils can reintegrate to their next lesson, but staff will judge whether this is appropriate and safe. Staff will always endeavour to support pupils back to lesson as soon as possible and it rare that pupils will be removed from lessons for more than two lessons unless there is a safety concern.

The service may use removal to:

- maintain the safety all members of the school community;
- restore stability following unreasonably high levels of disruption;
- to enable dysregulated learners to calm and continue with their learning in a managed environment.

The service monitors the use of removal (and other consequences) and teachers consider whether emotional regulation plans need to be amended or assessment of underlying factors may be needed if it used. If a pupil has a social worker they will be notified if pupils are subject to removal, any incident is referred to the police, a pupil is subject to an off-site direction or a pupil is suspended or excluded. If the pupil is looked after the service will

make sure that their personal education plan is appropriately reviewed and amended and notify their virtual school head.

Where a risk assessment deems it necessary for the safe and orderly running of the centre a pupil's timetable may be adjusted so that they receive 1 to 1 tuition offsite or out of normal school hours (e.g. after the school day has finished for other pupils).

In all cases the service will work within what the law allows:

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
- To be lawful, the punishment (including detentions) must satisfy the following three conditions:
 - The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
 - The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
 - It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
 - A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
 - The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.
 - Corporal punishment is illegal in all circumstances.
 - Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's child protection policy. At this point, the school should consider whether a multi-agency assessment is necessary.

Incidents of child-on-child abuse, sexual harassment, sexual violence or malicious allegations should always be considered carefully and even where a multi-agency assessment does not progress, additional support / intervention should be provided.

Staff should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs and whether referrals are needed for additional assessment and / or support.

Screening, Searching and Confiscation

The centre follows government advice when confiscating items from pupils which is outlined in their document “Screening, Searching and Confiscation – Advice for Schools, July 2022” (A copy of this document is available from the Centre on request or to download from the DfE Website).

The following items are what are termed ‘**Prohibited Items**’ and their presence on Centre premises or if found on an individual pupil will be **confiscated** and may lead to the highest sanctions and consequences:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- all vapes
- fireworks
- 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 the property of, any person (including the pupil).

The policy on vapes reflects our concern that, staff will not know what liquid has been used in refillable vapes. To safeguard all pupils, vapes that could therefore contain illegal substances or unregulated products are therefore be prohibited.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The general power to discipline enables **any** member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation sets out what must be done with the confiscated item.

The following items must be handed in to centre staff on arrival and will be placed in a secure room and/or locker:

- Cigarettes, tobacco and cigarette papers
- Mobile phones
- Digital technologies, MP3 players or similar
- Jewellery not in accordance with the Centre uniform policy
- Lighters or matches

These items are **banned items**. Failure to **hand items in** at the correct time will result in them being confiscated and may lead to the requirement of a parent/carer being requested to come in to collect the item.

All staff have the power to search pupils with their consent for any prohibited or banned items (this includes searching bags and jackets). In line with DfE guidance, staff conducting searches must be of the same sex as the pupil being searched and there must be another member of staff present as a witness of the search. Searches of a pupil’s belongings should take place in the presence of the pupil and a staff witness. Only if the member of staff carrying out the search reasonably believes

there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and, in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or be carried out in the presence of another member of staff can exceptions be made. All searches should be recorded in the safeguarding system and parents / carers informed.

Where items are 'prohibited' as outlined above, these will not be returned to pupils and will be disposed of by the Head, or delivered to the police according to the DfE advice. Pupils must not bring any of the items listed above on the premises. School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. We will automatically confiscate any of the 'prohibited' items and staff do have the power to search pupils **without** their consent for such items. There will be severe penalties for pupils found to have 'prohibited' items in the Centre. In certain circumstances this may lead to permanent exclusion.

The DfE guidance contains advice on police searches of children on school premises.

Detention

Out of centre hours detentions may be set by staff. Staff may also issue break and lunchtime detentions to resolve inappropriate behaviour from pupils. During detentions pupils are set relevant academic work or given the opportunity to reflect on an aspect of their behaviour.

The Education and Inspections Act 2006 determines that schools and other settings are able to issue detentions outside normal hours **without parental consent** provided that 24 hours' written notice is given. The detention may take place sooner (i.e. the same day) if parents have been notified by telephone or in person.

Detention may be given at the following times:

- any school day where the pupil does not have permission to be absent;
- non-teaching days – usually referred to as 'training days', INSET days or non-contact days

The Head teacher will decide which members of staff can put pupils in detention. Across this service, all staff, including non-teaching staff are authorised to issue detentions.

Appendix C – Incidents Outside the Centre Premises

What the Law Allows

Teachers have a statutory power to discipline pupils for misbehaving outside of the Centre premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- learning at an alternative site/provider or
- working remotely from school or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Off Site Behaviour

We are committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including public transport) to and from the Centre, educational visits or other placements such as work experience or college courses.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about the service's care and control over pupils in order to protect the reputation of the service.
- Protection for individual staff and pupils from harmful conduct by pupils when not on site.

The same behaviour expectations for pupils on the service's premises apply to off-site behaviour. Similarly positive behaviours off site will be rewarded in the same manner as positive behaviour on site and failure to meet expectations will be supported as it would be on site, including the possibility of consequences as with similar behaviour on site. When determining which consequences may be appropriate, staff will take into account:

- The severity of any incidents.
- The extent to which the reputation of the service has been affected.
- The extent to which the behaviour in question could have repercussions for the orderly running of the service and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was on work experience, taking part in a course as part of a Centre programme, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the service) which might affect the chances or opportunities being offered to other pupils in the future.

Appendix D – The Use of Reasonable Force

Newbridge House Pupil Referral Service employs Team Teach approaches. Team Teach provides reasoned, researched and considered positive behavioural management and handling strategies which reduce the need for physical intervention and restraint. The service has also taken account of advice provided by the DfE - *Restrictive interventions, including use of reasonable force, in schools*; the Centre's public sector equality duty set out in section 149 of the Equality Act 2010; and the statutory guidance 'Keeping Children Safe in Education'. In addition to the detailed guidance in this appendix a simplified leaflet for parents is available and can found in Appendix K.

There are differences in terminology between Team Teach and the restrictive interventions guidance. In particular, the use of the term 'force' is avoided by Team Teach. Nevertheless, as the purpose of this Appendix is to set out the service's approach to physical intervention, which is a form of reasonable force, the term force will be used where the DfE guidance is being referenced.

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use restrictive interventions, including reasonable force, on a pupil, as permitted by law. The guidance sets out two different circumstances where restrictive interventions are generally used, either to control pupils or to restrain them.

The DfE guidance states control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back). The team teach approach of contingent touch or use of caring Cs would be a form of active control. In the team teach approach physical contact can take many forms and it does not always involve restraint. The spectrum includes supporting, comforting, reassuring, relaxing and safeguarding.

The guidance is clear that **all** members of staff have a legal power to use restrictive interventions including reasonable force. Team Teach approaches add that staff have a responsibility to intervene to safeguard pupils from harm (note this does not obligate staff to physically intervene where this is not safe). The power to use restrictive interventions or reasonable force also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on an organised visit, but, in our service, only in exceptional circumstances would such groups be left in charge of pupils without staff being present.

Any use of restrictive interventions by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). The guidance requires reasonable force to be used only when immediately necessary and for the minimum time necessary. Team Teach approaches go further in requiring 'minimum force and maximum care'. Reasonable force may only be used to prevent a pupil from doing or continuing to do any of the following:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise.

The service takes the approach that physical intervention is a necessary tool to ensure the safety of all people in the school but works hard to minimise its use. For example, wherever possible staff will warn a pupil that a physical intervention may be needed if they continue to put safety at risk.

Force will **never** be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

Action as a result of Self-defence or in an Emergency

All staff including have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in the Centre would not be expected to work alone with a young person who is known to need physical restraint as indicated in their Emotional Regulation Plan.

Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts an event, trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a room where allowing him or her to do so would risk their safety or lead to disruptive behaviour.
- Pupils at risk of harming themselves or others through physical outbursts may be physically restrained.
- In order to prevent a pupil from attacking a member of staff or another pupil
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object

A physical intervention will only be used as a final resort. Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe.

Seclusion is a form of restrictive intervention. It is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving. It will only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.

Seclusion will not be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, staff should consider next steps. These could be allowing the pupil to leave; some time working with staff to identify triggers for the dysregulation and strategies to reduce risk next time; or a disciplinary intervention such as removal depending on the circumstances leading up to the seclusion incident.

An incident involving the use of seclusion will be recorded and reported in accordance with the procedures for other restrictive interventions using force. All incidents involving the use of any form of restrictive intervention must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day using the school information systems.

The following criteria will be used when considering the need for a written record should be made using the bound Record of Physical Intervention book:

- (a) Did the incident cause injury or distress to a member of staff or pupil?
- (b) Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category;
- (c) Did the incident justify force? This is particularly relevant where the judgement is finely balanced;
- (d) Does recording it help to identify and analyse patterns of pupil behaviour?

If the answer to any of the questions is 'yes', a written record should be made using the bound Record of Physical Intervention book (blue) and all other notes taken at the time are to be kept.

Written records in the bound (blue) book should include as a minimum:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force (by referring to the gradual and graded response and how the techniques fit into that scale), and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Records made using the school information system should include as many of these details as the staff recording the incident are able to include. Some staff may not have been present for the entire incident so will not be able to report of every aspect, but in reviewing these records as a whole the minimum information should be clear.

All injuries will be reported and recorded in accordance with service's procedures.

Power to Use Reasonable Force when Searching Without Consent

In addition to the general power to use reasonable force, staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'.

Reasonable force may also be used in exercising the statutory power, introduced under section 45 of the Violent Crime Reduction Act 2006 (and re-enacted by Section 242 of the ASCL Act 2009), to search pupils without their consent for weapons.

Unreasonable Force

The type of force which will never be acceptable in our Centre includes:

- holding round the neck or any other hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints (e.g. arm locks);
- tripping or holding by the hair or ear;
- holding face down on the ground.

Staff training

All members of staff will receive training about the use of restrictive interventions and reasonable force appropriate to their role to enable them to carry out their responsibilities as part of their regular safeguarding updates. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. All staff who work directly with pupils will receive additional Team Teach Positive Behaviour Management training on the appropriate techniques which may be used to physically restrain pupils. The training is to a nationally approved level and will be regularly refreshed.

Emotional Regulation Plans

An Emotional Regulation Plan is in place for all pupils and sets out specific ways in which emotions are regulated whilst on service premises and during any off-site visit and in any 1 – 1 situation. It may also include details on managing the pupil's behaviour whilst travelling to the Centre on organised home-school transport. Where challenging behaviour is identified by the referring or excluding school the school will be asked to provide this information prior to any induction meeting being arranged. The plan is then drawn up and discussed at every induction meeting where pupils and parents have the opportunity to contribute to this plan. Every plan is unique to the individual pupil it is written for.

The emphasis will be on using preventative and de-escalating strategies to manage emotions, so that the behaviour becomes progressively less frequent and less extreme. There will also be guidance on how to plan for the use of restrictive physical intervention, but it is expected that this will only rarely need to be used. (The Team Teach challenging behaviour materials suggest that 95% of challenging behaviour can be managed without needing to use restrictive physical intervention.)

Some children/young people will require even more individualised and intensive approaches. They may lack experience of managing their emotions, may be undergoing emotional stress which disrupts their behaviour, or may have a disability which gives rise to their extreme behaviour. Usually, such challenging behaviour has multiple causes and takes considerable time and support to resolve it. Staff will need to reflect on the causes of the behaviour and consider the need to work with other people or agencies in order to give the child all the necessary support. People to consider involving include:

- Internal staff groups which you may have, which can jointly problem-solve
- Multi-agency team, which can be school-based, and which can look at locally available support strategies using the Early Help approach and resources
- Educational psychologists
- Children's Centres, who may have support available for parents or children
- Cumbria Children's Services Safeguarding Hub (0333 240 1727)
- Other locally available groups or facilities (which will be described in the Local Offer)

Informing Parents when Reasonable Force has been Used

Staff will always to speak to parents about serious incidents involving the use of restrictive interventions and will record such serious incidents.

When informing parents, the following information will be shared:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force (by explaining our gradual and graded response and how the techniques used fit into that scale)
- details of any physical injuries sustained, if applicable. .



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In all instances of the use of physical restraint, parents will be informed the same day, by phone or in person, and invited into the Centre to discuss the incident unless to do so would result in significant harm to the pupil, in which case, the incident will be reported to Children's Services at the Local Authority. The response of the parent (along with the pupil) will be recorded in the Blue Book.

Post Incident Support

Serious incidents can create upset and stress for all concerned. After the incident ends it is important to ensure all staff and pupils are given first aid treatment for any injuries. Emotional support may also be necessary. Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. Staff will then make a decision about how and when to contact the parents of the pupil to engage them in discussing the incident and setting out subsequent actions.

After the incident the staff involved will hold a debrief meeting and complete the blue book. The staff involved will complete a personal debrief record which is passed to their line manager and actions identified (involving the qualified Team Teach trainers and the Designated Safeguarding Lead). All other agencies involved with the pupil are also notified and this is recorded in the blue book along with parental and pupil views collected after the event has been recorded in the blue book.

Our aim is that the pupil can learn from any incidents to understand the impact of them on themselves and others and to reduce the likelihood of reoccurrence. This is supported by a life space interview process and may involve the young person having the chance to redress the relationship with staff and pupils affected by the incident.

All is done to ensure that staff and pupils affected by the incident have continuing support as long as necessary in respect of:

- physical consequences
- emotional stress or loss of confidence
- analysis and reflection of the incident

Follow up

In many cases there will be a follow-up meeting of key personnel to discuss the restraint incident. The Emotional Regulation Plan will be reviewed by the staff involved in all cases and changes to the plan shared. It might also be appropriate to review the Relationships and Behaviour Regulation Policy.

Other Physical Contact with Pupils

We **do not** operate a 'no touch policy'. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples include:

- Holding the hand of younger pupils at the front/back of the line when walking together around the premises;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument or piece of equipment;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To administer first aid;

- To apply sunscreen to the arms, face or lower legs of very young pupils or those with special educational needs who might struggle to apply it appropriately themselves.

APPENDIX E - Procedures for Suspensions and Permanent Exclusions

Although the Centre reserves the right to suspend or permanently exclude, all staff agree that they are not helpful in improving behaviour and, as such, they are not currently used.

Nevertheless, suspensions or permanent exclusions are the ultimate sanctions of the Service. The decision to invoke these most serious of disciplinary measures will never be taken lightly and, in most cases, pupils will have exhausted the range of support and sanctions employed by the Service. Suspensions or permanent exclusions will normally be the result of any or all of the following:

- Acts of unprovoked violence and/or physical assaults on other pupils;
- Serious verbal abuse of staff and/or physical assaults on staff;
- An accumulation of anti-social and/or disruptive behaviour which is seriously jeopardising the effective learning and/or welfare of other pupils
- Illegal or criminal acts on the Service's premises
- Illegal or criminal acts off the Service's premises which are likely to have a detrimental or damaging effect on the operation of any part of the Service's premises or on its wider community.

The South Cumbria Pupil Referral Service Management Committee and the LA will be informed of all suspensions or exclusions. Where a child has a social worker, they will always be informed. If the child is looked after, then the virtual school head will also be notified.

1. Removal

Pupils may be temporarily removed from lessons. Pupils will work with a member of staff. See Appendix B for further details of removal.

2. Suspensions

The South Cumbria Pupil Referral Service will ensure that the suspensions and permanent exclusions procedure and its operation conform in all respects to the latest guidance and legislative requirements.

We will endeavour to avoid suspension or permanent exclusion at all costs. Although the service reserves the right to suspend or permanently exclude, all staff agree that these are not particularly helpful in improving behaviour and, as such, they are not used currently.

A decision to suspend a pupil for a fixed period is taken only in response to very serious breaches of the Centre's Policy, including persistent disruptive behaviour, where this is not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Suspensions or permanent exclusions are the ultimate sanctions of the service. The decision to invoke these most serious of disciplinary measures will never be taken lightly and, in most cases, pupils will have exhausted the range of support and consequences available.

There are three exceptional circumstances in which individual pupils may be removed from the site:

- (a) There is sufficient evidence that a pupil has committed a disciplinary offence and allowing the pupil to remain on site would seriously harm the welfare or education of that pupil or others in the centre;

(b) A pupil is accused of a serious criminal offence, but the offence took place outside the Centre. The Headteacher can decide that it is in the interests of the individual and/or the Centre as a whole for the pupil to be educated off-site, (although this is not a suspension);

(c) A pupil's presence on the school site represents a serious risk to the health or safety of other pupils or school staff. This is not a suspension and may only be done on medical grounds.

The decision to suspend a pupil from school will rest with the Head teacher and, in her absence, with one of the Assistant Head teachers.

In the interests of fairness, a pupil facing suspension will be given an opportunity to express a view. There will be a check to establish whether an incident appeared to be provoked by harassment. Prior to the final decision to exclude there will be consultation with the pupil's key staff and a thorough scrutiny of the pupil's records.

Where a pupil is suspended, the suspension will be for the minimum time to ensure that the pupil and others understand that the behaviour has been unacceptable.

1-5 days

Where possible, the decision to suspend and the reasons for this decision, will be notified to the parent/carer by telephone and always followed up by a formal letter (First Class post), outlining in full the reasons for the suspension. Parents/carers will be informed that they have a right to make representations to the South Cumbria Pupil Referral Service Management Committee.

6-45 days

For suspensions of between 6 and 15 days within any term, **but only following a parental request**, the Chair of the Management Committee, the Head teacher and the parent/carer may meet to consider the suspension.

For suspensions of between 16 – 45 days, or where a pupil's total number of days of suspensions exceeds 15 school days in one term, the Chair of the Management Committee, the Head teacher and the parent/carer will meet to consider the suspension.

If the parent/carer gives notice to the Management Committee or the LA that they wish to meet with representatives of the Management Committee, the Chair of the Management Committee, the Head teacher and the parent/carer will meet to consider the suspension.

Work for the suspended pupil will be available for parents/carers to either collect or request its posting home.

The Head teacher, an Assistant Headteacher and/or Key Teacher will invite the parent/carer and the pupil to a re-entry interview, usually before school on the morning of the pupil's return following suspension. The purpose of this meeting will be to re-emphasise the new start and to gain assurances from the pupil about future behaviour.

3. Permanent Exclusions

A decision to exclude a pupil **permanently** will be taken only:

- a) In response to serious breaches of the Relationship and Behaviour Regulation Policy; and
- b) If allowing the pupil to remain would seriously harm the education or welfare of the pupil or others.

A decision to exclude a pupil **permanently** is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against

those of the service's community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement that we have exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

The Right of Appeal and Legal Duties

Depending on the type of exclusion, in most cases, parents have the right to make representations to the Management Committee (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The service has a duty to provide suitable full-time education for the suspended pupil from the sixth school day of any suspension of more than five consecutive school days. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

APPENDIX F Associated resources

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension and permanent exclusion guidance May 2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_May_2023.pdf)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831 Exclusion Stat guidance Web version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual violence and sexual harassment between children in schools and colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)
[https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour in schools - advice for headteachers and school staff Feb 2024.pdf](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching Screening and Confiscation guidance July 2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)



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APPENDIX G - Drugs and Drug-Related Incidents

General

A drug is a substance which, when taken into the body, changes the way we feel, the way we see things and the way the body works. This section covers a range of drugs including medicines, tobacco, alcohol, solvents, new psychoactive substances (so called 'legal highs' which were made illegal on 26th May 2016), volatile substances and illegal drugs and describes our approach to dealing with incidents of drug misuse. Apart from medicines prescribed to an individual, all other items listed above are classed as 'prohibited items' with respect to screening, searching and confiscation – Appendix B refers to this.

Drugs Education forms part of the PSHCE programme delivered in discrete sessions for all pupils.

- Current research indicates that drug use, both legal and illegal, is rising amongst young people.
- We do not support the misuse of tobacco, vapes, alcohol, solvents, illegal drugs and medicines.
- Under no circumstances will the supply or sale of illegal drugs on the Centre site be tolerated.
- We believe we have a duty to inform and educate young people on the consequences of drug use and misuse.
- Fundamental to our values and practice is the principle of sharing the responsibility for education of young people with parents and carers by keeping them informed and involved at all times.
- Whilst we acknowledge that some young people will use and misuse substances, it is seen as important to recognise that the remainder of young people are choosing not to use or misuse substances. We will help individual learners according to their differing needs.

Responsibilities

The Head teacher has responsibility for supporting other members of staff in the implementation of these procedures, and is named as the designated senior member of staff with responsibility for the drug related procedures across the service and for disseminating any information on drug-related education.

Drug prevention is a whole service issue. All staff, both teaching and support staff, will be made aware of these procedures and how they relate to them should they be called upon to deal with a drug-related incident.

Staff regularly check the premises – any substances or drug paraphernalia found will be reported to the Head teacher and dealt with in accordance with these procedures.

Dealing with Drug-Related Incidents

The following provides our framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer pupils to other services. Within our Centre the following guidelines apply to the possession or use of drugs, alcohol and tobacco on the premises:

Medicines



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Where pupils are prescribed medicines, cases will be dealt with on an individual basis and appropriate procedures will be followed (e.g. safe storage and administration of medicines in line with national guidance). Information for parents/carers on this issue is available on request from the service.

Tobacco & vapes

In line with legislation, we have a policy of no Smoking or vaping in the building and on the site.

Alcohol

No alcohol is to be consumed during the course of the normal school day.

Solvents

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

Illegal substances

No illegal or illicit substances should be brought to the Centre or used on the premises.

Legal Highs, Volatile Substances

These substances can be misused by people and should not be brought into the centre or used on the premises. Any substance used in the centre (e.g. glues or gasses) are closely controlled.

What to do in the event of finding a drug or suspected illegal substance

- (1) Take possession of the drug/substance and inform the Head teacher at the first available opportunity.
- (2) In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery.
- (3) The package should be signed by the person who discovered it and stored in a secure place.
- (4) The Head teacher will always involve the link community liaison police officer / police community support officer in the case of suspected drugs or illegal substances in the Centre
- (5) In the event of discovering a hypodermic needle, the incident should be recorded, and the following procedure should be observed in order to protect all persons:
 - Do **NOT** attempt to pick up the needle.
 - If possible, cordon off the area to make it safe.
 - Inform the Head teacher
 - The needle should be placed in a sharps box or other secure metal box and disposed of via a local medical surgery

What to do in the event of finding or suspecting a pupil is in possession of a drug/drug paraphernalia:

1. Request that the pupil hand over the article(s).
2. Having taken possession of the substance/paraphernalia, the procedure should be followed as above.

3. EXTREME CARE SHOULD BE TAKEN IF HYPODERMIC NEEDLES ARE INVOLVED.

If a pupil refuses to hand over articles a search may be required - it should be noted that in accordance with current DfE advice:

- The Head teacher and other authorised staff can search lockers etc. without the permission of the pupil when looking for prohibited items.
- Teachers can search a pupil's outer clothing so long as a witness is present without the consent of the pupil. The personal search must be undertaken by a teacher of the same sex with the witness being the same sex wherever possible. Reasonable force may be used in order to complete the search.
- Pupils should be given the opportunity to empty their pockets, bag, etc. in the presence of a witness.

Further details on searches are contained in Appendix B.

Procedures for dealing with a pupil suspected to be under the influence of a drug or substance

Stay calm, place the pupil in a quiet area, do not leave on their own and seek medical advice from a first aider who will assess the situation and act appropriately, the Head teacher must also be informed.

Any suspected substances found should travel with the pupil if removed from the Centre for treatment. Vomit should be safely collected where possible by a First Aider and also taken with the pupil (for analysis).

All drug related incidents will be recorded. Parents should be informed, and further medical advice sought by parents possibly with the recommendation to take to hospital. If the pupil is unfit to remain at school and/or cannot be safely monitored it may be necessary to contact parents/carers and for the pupil be transported home by staff or collected by parents/carers for the pupil to be kept monitored.

When to contact the police/disciplinary action

The police will be contacted in situations where controlled drugs are found. Any decisions made on the appropriate disciplinary action to be taken will take the police advice into consideration.

- Where controlled drugs are found, these will be delivered to the police as soon as possible.
- Alcohol and vapes will be disposed of. Under no circumstances will they be returned to the pupil.
- Cigarettes, tobacco or cigarette papers which have not been handed in can be kept and returned only to the parent/carer.
- If other substances are found which are not believed to be controlled drugs, these will be confiscated and disposed of in accordance with the service's procedures. Where staff suspect that a substance may be a controlled drug, they will treat them as controlled drugs and follow the procedure above.

In the event of a drug-related incident in the Centre, we would co-operate with the police should they wish to search the premises.

As a result of a drug-related incident, the pupil(s) concerned may be subject to disciplinary action. This action may result in a suspension and in the most serious of cases would result in permanent exclusion.

Procedures for dealing with drug-related incidents involving adults



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The following examples are situations where concerns about drug misuse or related behaviour involve a parent or other adult rather than pupils:

- Adults might attend the Centre premises under the influence of alcohol or drugs.
- A parent or adult might attempt to remove a young person from the premises during or at the end of the day whilst under the influence of alcohol or drugs.
- An adult might behave aggressively, intimidate or threaten staff or assault staff or pupils whilst appearing to be under the influence of alcohol or drugs.
- Staff may be concerned that a parent or family member's drug misuse may put the young person at risk.
- An adult might be involving pupils in drug misuse or the supply of drugs to pupils.

These examples are not exhaustive and, in each case, the Head teacher will take into account the safety of the community including staff when determining the appropriate course of action.

Where, in the opinion of staff, it is thought that an adult is unable to provide appropriate care and supervision of a young person because they are under the influence of drugs or alcohol, they will first attempt to contact an alternative responsible adult for the child before contacting the LA Children's Services and, if necessary, the police.

Where there are concerns over the safety of the young person, staff will attempt to persuade the adult not to leave the premises with the young person until appropriate assistance arrives. If the adult insists on leaving the Centre, staff will immediately contact the police. This will also be the case if an adult becomes threatening or aggressive.

If staff have concerns about an adult or adults supplying drugs on or near the premises, or to any of the pupils out of the service premises, the head teacher or other member of staff will consult with the police.

APPENDIX H - Bullying and Child on child abuse

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse or bullying is a safeguarding and well as behaviour management issue. It is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment such as sexual comments, remarks, jokes and on-line sexual harassment that may be stand alone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- Upskirting which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. **‘Upskirting’ is a criminal offence**
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Be aware that technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse (as well as face to face). Be aware that children can abuse their peers online through:

- Abusive, harassing, and misogynistic messages
- Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
- Sharing of abusive images and pornography, to those who don't want to receive such content

All staff should be clear as to the school’s policy and procedures with regards to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. The DfE has published advice and guidance on [Preventing and Tackling Bullying](#).

Child on child abuse can sometimes have dire consequences and staff should consider:

- The risk the young Person poses to themselves

- The risk the young person poses to others
- What is the risk from others to the young person

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

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

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or 'children looked after' or otherwise related to home circumstances;
- sexist or sexual bullying;
- peer on peer abuse (now referred to as child-on-child abuse)

It can take place between pupils, between pupils and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging and emailing;
- sending offensive or degrading images by any means;
- producing graffiti;
- gossiping;
- excluding people from groups;
- spreading hurtful and untruthful rumours.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the Centre's direct supervision will be dealt with in line with this Policy (see also E-safety Policy).

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

The Law

South Cumbria Pupil Referral Service endeavours to comply with the legal requirements placed on educational settings and the Management Committee to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that "encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils" Education and Inspections Act 2006, section 89.

The Centre will exercise its legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

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

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Reporting and Recording Incidents of Bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are recorded on the school information system as safeguarding concerns and should be discussed with the relevant key teacher and designated safeguarding lead or the deputy designated safeguarding leads to determine appropriate actions and outcomes which will be monitored by the safeguarding team. Pupil voice is important to us and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHEE and during tutorial time. The Relationships and Behaviour Policy also reinforces the Centre's expectation as to how members of the Centre community should conduct themselves. A log is maintained of racist incidents and information on incidents of bullying.

Tackling Bullying

The aim of any anti-bullying intervention is to safeguard and support the victim and perpetrator. It is understood that a pupil perpetrating child on child abuse or bullying may be vulnerable themselves. Additionally, consequences and intervention will be implemented with the aim to modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

Strategies for Dealing with Bullying

- Ensuring that there is a promotion of an open and honest anti-bullying ethos across the service
- Investigate all allegations of bullying
- PSHEE programme that discusses issues such as diversity and anti-bullying messages
- Calendared anti-bullying week
- Poster and leaflet campaigns
- Class discussions and role plays that draw out anti-bullying messages
- Tutorial time
- Acceptable Internet Use policy is signed by all and e-safety is discussed in lessons.
- On-going staff induction and training programme

- Adequate staff supervision at lunch and break times
- Clear and consistently applied policies for Behaviour and Uniform
- Home school agreement signed by all pupils and parents

Strategies for Dealing with the Bully

- Engage promptly with parents to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- One to one discussions with staff
- Counselling offered
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed
- Disciplinary sanction may be imposed

Strategies to Support a Victim

- Counselling offered
- Mediation
- Restorative Justice
- Short term modification of pupil's timetable
- One to one parental discussion, parental support and involvement
- Self-assertive strategies discussed
- Consequences as appropriate may be applied to the bully

APPENDIX I – Examples of pupil rule expectations

Showing respect to other pupils, staff, the school and wider community includes expectations to, amongst other things:

- arrive on time;
- wear school uniform;
- sit in your allocated seat;
- follow reasonable instructions given by staff and other adults without arguing;
- use appropriate language;
- listen to others' ideas and work co-operatively;
- care for the classroom and resources, respecting others' property;
- consider the needs of all the other people in the classroom;
- use ICT in accordance with our policy both in school and whilst accessing any learning remotely;
- report to any member of staff any bullying behaviour by others including bullying with the use of technology (cyber bullying);
- behave appropriately when inside the building and outside in the community;
- behave appropriately at any other setting where your learning programme takes place.

Allowing others to help you fulfil your potential includes the expectation to:

- listen carefully to the teacher who will explain the lesson: what you are going to do, why and how;
- try to learn from mistakes;
- make efforts to understand how any challenging behaviour arose and to better manage emotions in the future.

APPENDIX J – National minimum behaviour standards

The national minimum behaviour standards for schools are aligned to the good grade descriptors in Ofsted's education inspection framework:

- a) the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- b) school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;
- c) measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- d) pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- e) all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and
- f) any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

APPENDIX K – Team Teach leaflet for parents



Team Teach

Information for family and students



What is Team Teach?

Team Teach is a recognised approach to supporting behaviour management. It aims to build positive relationships with young people and recognise and respond to their needs. Team Teach focuses on the child or young person helping them to regulate their emotions with risk-assessed physical intervention such as 'holds' and 'guides' to keep everyone safe. South Cumbria Pupil Referral Service staff are trained in Team Teach techniques.

What are physical interventions?

Physical intervention means guiding, holding or moving a child or young person away from a situation to keep them, and others around them, safe. It can be as simple as linking arms or a hand on a young person's shoulder. This can provide both comfort and reassurance to a young person.

Team Teach training helps to reduce the likelihood of physical intervention being used, because we help staff take positive action before a young person reaches crisis.

Why we do it?

Team Teach is there to keep our young people safe. It is important to think about **why** we are doing something. Team Teach always puts the young person/individuals at the centre of any decision making around managing a situation. We consider the young person and their individual emotional needs before making any decisions.

Using Team Teach

- ⇒ Physical intervention should only be used when necessary to reduce risk.
- ⇒ Physical intervention must be used for the least amount of time possible
- ⇒ Any physical intervention must be proportionate to the risk it is trying to reduce.

What happens after an incident?

1. Emotional and physical first aid is our first priority after a young person has been in crisis.
2. Staff will record and report the incident and share with family and any involved agencies.
3. Emotional regulation plans and risk assessments will be updated with any preventative measures moving forward.

Useful words

Crisis - When distress has caused a young person to lose control of their emotions.

Incident - When something has happened that had a significant risk level and needed intervention.

Physical intervention - Guiding, holding or moving someone to keep everyone safe.