Local Procedure Title	Positive behaviour management and support
Site	Tadley Court School
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1. Introduction

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

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

The quality of the organisation of the school must meet the pupils needs for stability, security, predictability and reliability, in an environment where the pupil is reassured by order and where they are aware of limits set upon their behaviour.
In order to achieve this, staff are expected to provide clear, firm and consistent boundaries and expectations for pupil's behaviour. Staff are further expected to respond promptly to both positive and negative behaviours, clearly, firmly, consistently and fairly. Successful behaviour management lies in achieving a balance between acknowledging, praising and rewarding positive behaviours, and acknowledging, disapproving of and challenging unacceptable behaviours. Both rewards and natural consequences where used, must be appropriate, meaningful and proportionate in order to be effective. Disapproval of behaviour must always be clearly directed at the behaviour, and not at the pupil.

Pupils at the school are likely to use their behaviour to express their feelings and emotions. It is essential that a holistic approach is taken to the management of behaviour, which encompasses full assessment of individual needs and capabilities, including language and comprehension skills, relevant medical diagnosis, and an understanding of the child's life experiences, former role models and contemporaneous adult role models in other areas of their life.

Fundamental to the success of Tadley Court Schools Behaviour Management Local Procedures, is the consistency of expectations and responses achieved through regular staff training.

2. Positive Behaviour Support

The aim of positive behaviour support is to create a safe and secure environment in which individuals are enabled to achieve their full potential by providing them with diverse learning opportunities

The support, management and development of positive behaviour for pupils, through the aims of the mission statement, is paramount to allowing pupils to develop and thrive in society and to their full potential. We aim to work alongside parents and with pupils to encourage them to develop as fully as possible and develop: socially, personally, academically, spiritually and emotionally.

There are times, however, where unacceptable behaviour hinders learning and development and with many of our pupils we are particularly concerned with good social behaviour as this is an area that they find most challenging to achieve, and thus fail in the areas noted above.

It is important that we plan our responses to both acceptable and unacceptable behaviour in order to be as effective as possible in the achievement and promotion of positive behaviour.

The types of behaviours that are deemed as unacceptable include the following child on child abuses:

In accordance with KCSIE 2025, Child-on-child abuse is most likely to include, but may not be limited to:

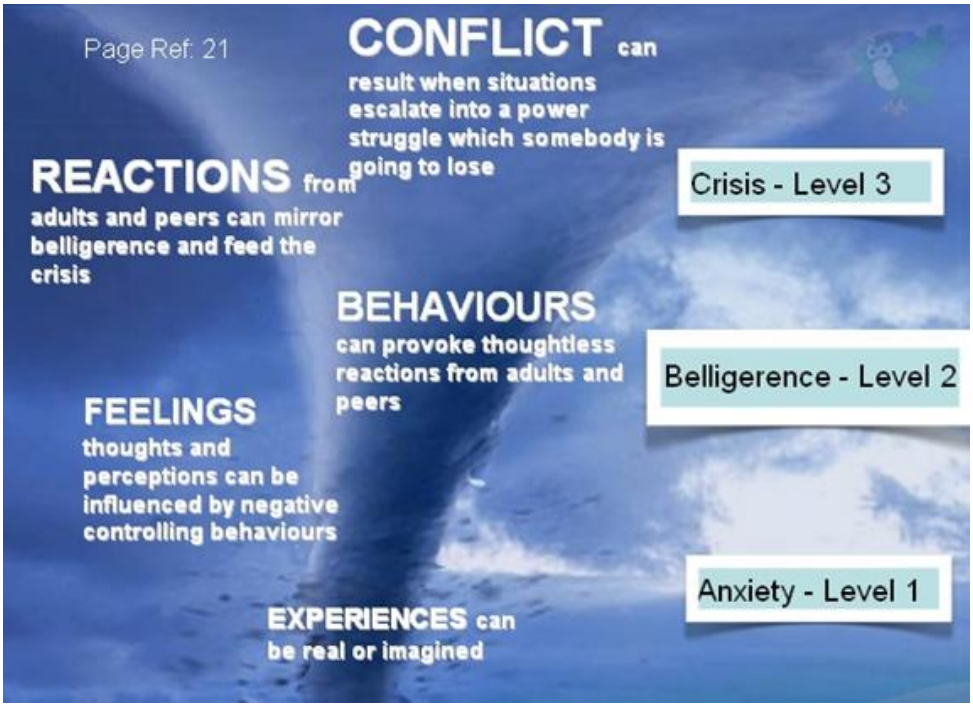
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- 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 online sexual harassment, which may be standalone 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 nude and semi-nude 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 their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, 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).

A great deal of learning within the Curriculum is facilitated by social awareness, working together, turn taking and sharing. We believe that young people living with Autistic Spectrum Disorder (ASD) learn best when they are clear about what their own schedule or task is and what is expected of them. Appropriate behaviour is taught by staff and learned by example; we believe they must continually and consistently practice it. This procedure supports staff in achieving this goal and was produced by Senior Management, Pupils, Education staff and parents working together.

Pupil Behaviour

Tadley Court operates an attitude of positive praise designed to highlight and encourage acceptable behaviour whilst actively discouraging behaviour that is inappropriate. The nature of Autism is such that these boundaries are unclear and seldom understood by the child. It is therefore necessary to outline clear expectations for the pupil; this will often entail staff engaging in lengthy explanations of the antecedents, behaviour and consequences to the pupil and his peers. The pupils seldom understand the feelings, thoughts and actions of peers and adults in most situations and these require unambiguous explanation. However, in situations where unacceptable behaviour is witnessed, staff, ask the pupil to cease immediately. A structured debrief is available for staff to use to discuss incidents with pupils and work on moving forward.

Our positive handling training gives us insight into how feelings, experiences and behaviours link together. Staff receive 'Team Teach' (http://www.team-teach.co.uk/), positive handling training as part of their induction, which has an emphasis on de-escalation of negative behaviours before crisis.



Basic Rights and Responsibilities

We believe it is essential for pupils and staff to have a clear understanding of their Rights and Responsibilities. This will be explained to pupils in assemblies, tutor and key worker meetings. From time to time they will be re-emphasised.

You have a right to be treated with respect.
You have a responsibility to respect others.

You have a right to learn
You have a responsibility to allow others to learn.

You have a right to be safe
You have a responsibility to keep others safe.

You have a right to be heard
You have a responsibility to listen.

You have a right to a pleasant environment
You have a responsibility to keep it that way.

Many of our pupils only focus on what they have the right to and not how their actions may impinge on others and their rights.

Many of our pupils have had difficulties in previous schools. Bearing this in mind it is essential that there are clear guidelines of expectations for both staff and pupils and these are constantly reinforced and consistently applied.

Expectations of Pupils and Staff

The holistic approach to the education and care of children promotes prediction, pro-action and prevention in the regulation of their emotions and behaviour. This is achieved through high levels of physical activity, routine, and structure.

Throughout the school there is an emphasis on high expectations, which enhance the pupil's life and have a positive influence on their behaviour.

Targets are set for pupils through their Individual Education Plans or Individual Learning Plans. These targets are set, where possible, in partnership with the pupils, their parents or care-giver, therapist and any other support in place.
The school believes that improving pupil's performance and skills will help to address precursors to inappropriate behaviour. All students have an Individual Support Plan and Individual Risk Assessment which details strategies for improvement and guidance for staff in terms of 'managing' incidents.

The school does not rely on isolated procedure to control pupil's behaviours and the environment is non-punitive. However, the school does believe that natural consequences can be used effectively to modify pupil's reactions.

No aversive measures or medication will be used nor will pupils be removed from a situation in a punitive way.

Approaches to the management of complex, difficult behaviours do not include the use of methods which may cause pain or which may panic, frighten or hurt a pupil. In addition, the school does not approve of any methods, which are for staff convenience as opposed to meeting the needs of the pupil. The school believes that these methods are ineffective and counter-productive and may break down the bond of trust between a pupil and the staff member, a bond which is integral to the educational and care approach.

'Inappropriate', 'uncooperative' and 'challenging' all refer to behaviours, which have a negative impact upon the increasing independence of an individual pupil and potentially on the rights of others. A pupil's behaviour is always measured in terms of 'what behaviour does the pupil need to lead as independent and dignified a life as possible'.

The Tadley Court approach relies on the following features in order that pupils learn strategies to control their own behaviours and become independent.

Group dynamic

a) Once familiar with the group and the approach, pupils develop an increased level of comfort and therefore anxiety is decreased;
b) Positive role models, found within the group, provide stimulation for pupils to develop appropriate behaviours;
c) Pupils imitate the appropriate behaviours which are receiving praise and recognition within the group;
d) Pupils with autism would remain isolated if given the opportunity and the group dynamic provides the necessary opportunity for socialisation.

Relationship between staff member and pupils

a) Staff members will develop sound relationships with pupils based on honesty, mutual respect and consistency;
b) Clearly expressed and socially appropriate expectations and boundaries are maintained by staff at all times;
c) There are high expectations for each individual pupil to progress/improve of which they are aware through personal tutorials and Key worker meetings;
d) Effective relationships with pupils enable staff to understand and predict undesirable behaviour; and awareness of pupil desired praise for positive behaviours
e) Staff share knowledge of pupil-specific signs of stress to help them be proactive in preventing incidents that are known to cause behavioural outbursts, or to appropriately support a child through stressful incidents;
f) Pupils are more able to control themselves in times of anxiety when they can rely on consistency from staff members;

Daily routine

a) Provides consistency, structure and predictability which prevents pupil's anxiety, which can lead to challenging behaviours;
b) Pupils can make sense of their environment;
c) Staff deliver consistent and definitive expectations through routines and structure;
d) When and where appropriate, opportunities for choice are provided for each pupil.

Physical exercise

a) Diffuses excess energy and helps to lower anxiety levels;
b) Pupils with autism do not naturally diffuse energy through play;
c) Endorphins, natural brain chemicals relating to a feeling of well-being are released during bouts of physical activity;
d) Develops self-awareness relating to the pupil's physical self;
e) Provides opportunity for the development of hobbies that can be taken into independent life;
f) Develops physical and emotional stamina.
g) Sensory circuits support pupils to develop; organising, alerting, and calming strategies.

Activities

a) Pupils live and learn in an environment of normality where they are expected to participate in activities appropriately;
b) The learning opportunities planned for pupils provide stimulating experiences so that pupils are engaged in learning and have little unstructured time available to them for displaying inappropriate behaviour;
c) Activities are designed to reduce challenging behaviours by providing stimulation and clear expectations of pupils participation;
d) Lessons and activities are delivered in an organised manner with clear beginnings and endings as well as clear goals. This reduces anxieties;
e) Lessons and activities provide continuing opportunities to reinforce appropriate behaviour e.g. being encouraged to maintain eye contact when necessary;
f) Pupils are given the opportunity to experience activities, outings, etc. and then, when able, are encouraged to make educated choices and show preferences.

High expectations

a) Staff consistently maintain high expectations for individual pupils, believing that they will increase their own self-control;
b) Staff do not take over control of the child's behaviour for them unless absolutely necessary;
c) Staff maintain that pupils will be able to enjoy opportunities and experiences in the wider community in line with offsite risk assessments;
d) Staff expect pupils to benefit from the school's holistic educational approach;

Communication, meetings and reviews- A team approach

a) Daily handovers between staff in the school and residential staff, and regularly scheduled team meetings for both provisions achieves consistency;
b) The system of meetings supports and promotes pupil's progress by ensuring that achievement is monitored and reviewed through regular and frequent feedback on individuals;
c) The system of meetings supports staff to maintain high expectations by providing regular information about pupil's achievement and progress;

d) Staff communication enables the early identification of and opportunities to address difficulties, because it enables staff teams to look at the needs of the whole pupil and predict, pro-act and prevent;
e) The regular review of incident reports, examined weekly by senior staff enable us to monitor the number of incidences relating to individual pupil's behaviour of concern; This enables Individual Behaviour meetings to take place should staff see an increase in incidents, to review behaviour plans, risk assessments, and strategies to support the pupil.
f) Positive and appropriate communication takes place between staff and pupils, and whenever possible pupils' views are taken into consideration.
g) Good communication is ensured by reporting all incidents on a central electronic database, and monthly reports of restraint figures to Central Office to allow monitoring and evaluation of trends.
h) Pupils along with their Parents/Guardians/Care-givers are encouraged where possible to take part in their own meetings and reviews, whether in person or in a written form.

Points to note

a) Punishment is not used;
b) Strategies and interventions are designed so that they do not harm a pupil in anyway;
c) Sanctions such as with-holding food or drink from a child is never used;
d) A system of natural consequences is used;
e) Natural reward is encouraged and is not the same as material reinforcement. A natural reward can be in recognition of a pupil's hard work and may include 'High fives', verbal praise, and positive body language;
f) Pupils can be escorted away from the group but should return as soon as possible to the group. The group dynamic is a key element in the school's approach to addressing complex behaviour, the safety and wellbeing of all of the children as well as the staff is of paramount importance;
g) Physical exercise is never used as an aversive measure or punishment;
h) An individual risk assessment is completed on every pupil, all staff must be familiar with the outcomes of this assessment in order to ensure everyone's safety;
i) Feedback with the pupil where possible.
j) If suitable for the pupil they may be involved in designating their own rewards and natural consequences

The school will not support any illegal acts

a) If any member of staff commits a crime, or has a crime committed against them the school will liaise with the local police department. Parents, children and staff all have the right to contact the police if they feel a crime has been committed.
b) Politeness and courtesy at all times will be expected when dealing with fellow pupils or adults.
c) Pupils will not be allowed to speak to staff in an aggressive or challenging manner.
d) Staff will remain calm and model appropriate behaviour.
e) When moving around the school, pupils should remember to show courtesy by making way for any adult or visitor to the school.
f) Personal mobile phones are not acceptable in the classroom.
g) Pupils are expected to work hard and contribute positively during activities.

Consideration in Managing Behaviour in the classroom

It must be accepted that behaviour in classrooms is a complex problem and issues can arise from seemingly minor issues to us. There are a wide range of influences on pupils which affect their behaviour at a particular point in time and many of these influences have their origin outside school. Many of our pupils see the classroom as an environment where they have failed, but also where they are safe to exhibit behaviours.

A large number of factors beyond the complex intricacies of Autistic Spectrum within the school also affect the incidence of disruption. These may include the allocation of rooms, the way the teaching group is constructed, the length of the lesson, the content, the approach, if it is a cover lesson, or the support available.

Other factors for classroom behaviour may be environmental, causing sensory discomfort for an individual with ASD, such a as texture of carpet, or a background sound, e.g. projector fan.

Some factors are outside the direct influence or control of the classroom teacher, others are well within. If teachers have considered and acted upon the list of questions and comments below they will be well on the way to consistently providing an orderly and productive classroom environment:

a) Are the rules of the classroom known to the pupils, are they displayed?
b) Is the daily routine displayed?
c) Is your lesson organised and planned?
d) Are your expectations of what the pupils will do, reasonable?
e) Is the work properly levelled, differentiated and is it interesting?
f) Are all items of equipment, worksheets, and textbooks ready?
g) Does the lesson contain in-built failure for some pupils?
h) Have you considered how you will reward pupils who are positive about the lesson?
i) Have you marked previous pupil work and are you prepared to give feedback?
j) Being clear about the pupil's ability level
k) Setting clear achievable goals
l) Adapting goals to make success more likely
m) Limiting choices to ones where the pupil is likely to succeed
n) Making sure the pupil understands
o) Providing explanations/resources to assist understanding (such as PEC symbols)
p) Opportunities for rehearsal
q) Encouraging the pupil to talk about what they have done
r) Listening to the pupil routine that encourages pupils to ask for help
s) Increasing one-to-one contact and support
t) Praise and encouragement for effort
u) Dealing quietly with a situation
v) Making sure the pupil is included
w) Using mediation
x) Being a good role model
y) Making notes and looking for patterns.

Responding to Negative Behaviour within the Classroom

It is important that all staff have read Positive Behaviour Support plans and Risk Assessments and knows what strategies work for the individual pupil.
The following list is intended to give advice and procedures available at Tadley Court School.

a) Check that the pupil clearly understands what you want them to do and rephrase the request in case the semantic/pragmatic nature of Autism Spectrum Disorder is proving to be a blockage for the pupil. Staff should use visual supports, depending on the needs and understanding of the pupil. This may be in the form of a schedule using symbols, objects of reference, simple written language, 'first and then' boards, photographs or simple one word language.

b) Get to know the group of pupil's and work with their quirks, foibles and rituals. Read all relevant documentation on the pupil and read the admission documentation to see what difficulties arose in the past.

c) Share difficulties with other colleagues. Arrange Individual behaviour meetings to discuss strategies that have worked in other areas of the school to ensure a consistent approach.

d) In all contact with pupils, positive encouragement and recognition of achievement is key. Check the way praise is best given, some children with Asperger's syndrome may feel uncomfortable about open praise in front of their peers. Aim to have as wide a range as possible of praise and rewards from informal comments to formal recognition through the positive reward systems, certificates, Vivo points and Records of Achievement.

Useful points to consider:

a) Avoid confrontation whenever possible. It will not work with pupils with Autism Spectrum Disorder

b) Raising your voice is also ineffectual.

c) Defuse difficult situations.

d) Be clear; use unambiguous language and explain any analogies you use.

e) If a pupil is disruptive within a group, ask them to move to another place within the school, or escort/ remove the pupil form the situation to an identified area, this may be an agreed 'safe place'. Class work can be done within 1:1 rooms, residential houses, or another quiet area of the school. The intention should be to help the pupil regain entry to the lesson as soon as possible.

f) A natural consequence can be given following the guidelines given.

g) Should a pupil require support for their behaviours regularly, then a Behaviour meeting will be called, which will involve key staff supporting the pupil. The pupil's Individual Behaviour Plan and Risk Assessment will be reviewed, and advice and guidance will be sought from the Educational Psychologist. The final recourse will be to hold a multi-agency meeting with the LA/SW/Parents.

h) In the event of a very serious incident the SLT team may decide to exclude a pupil for a fixed term from school.

Care, Control and Natural consequences

Tadley Court School has standards of behaviour expected of pupils and how unacceptable behaviour is handled. Although the school takes a positive approach to all aspects of behaviour and feels that staff/pupil relationships underpin all we do, there are occasions when pupils need to be aware that there are consequences for their behaviour.

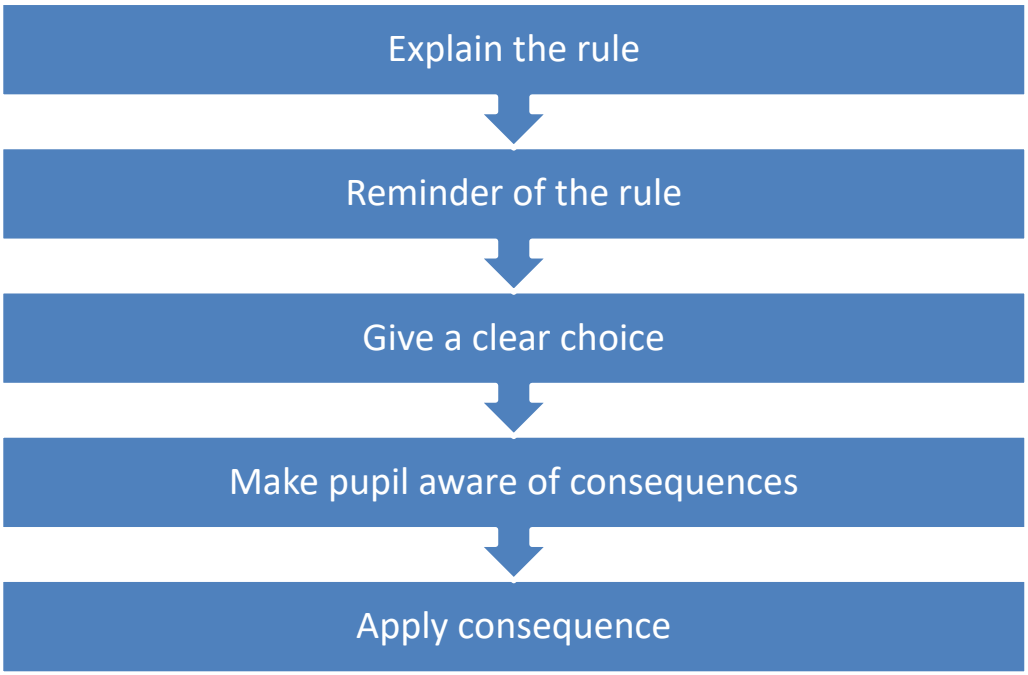
Pupils are made aware of the rights and responsibilities as well as all documentation relating to behavioural expectations in the 'Countering Bullying procedure'. Prior to their admission, various displays around the school and discussion during their early and subsequent PSHE periods timetabled for every group throughout the academic year.

Further reinforcement and explanation is available via the tutor/key worker system, where pupils are also encouraged to express opinions about discussions held in larger groups. The school has an independent advocate who meets with the pupils once a half term. The advocate in contactable for the pupils via email or phone.

All documentation is reviewed at least annually.

It is acknowledged that promoting positive behaviour is far more effective, but there will be times when the consequences of poor behaviour will be a natural consequence.

The pupil should be aware of the natural consequences but not threatened with them before the behaviour but given a clear choice, e.g.:



Pupils at Tadley Court School have often experienced significant negative interaction with staff and pupils at previous schools and may not be able to respond spontaneously to fair, kind and appropriate handling. It is important that we distinguish between the person and their performance. This means rising above an offending behaviour and appealing to the personality behind it, who in every case is keen to succeed and provoke adult approval in spite of his conditional responses. To be provoked by anti-social performances almost always exacerbates the situation which then can escalate into an exchange from which neither pupil nor staff can easily back down - especially when this is witnessed by other children. This is an example of the flight or fight syndrome. To step aside from confrontation - and to call for mediation undermines an otherwise self-generating conflict and allows both participants to extricate themselves appropriately.

More effective than sanctions is pro-active strategy and praise. A well organised lesson or activity should be sufficiently structured to guarantee success. It is important for adults to be generous with their approval and praise for appropriate responses - therefore conditioning good behaviour and increasing self-esteem.

Positive Report Scheme

Tadley Court School has a positive system to encourage pupils and to reward good behaviour or positive aspects within the school. Within the classroom the pupils can 'earn' positive rewards/certificates for behaviour or work which exceeds the norm. Pupils in both the lower school and Sixth Form can be awarded pupil of the week/ term

Serious Incidents Procedure

Serious incidents are defined as incidents that exceed by far the normal expectation of acceptable behaviour within the school. Typically a serious incident is characterised by damage, danger to another pupil or member of staff, committing a criminal offence or repetitive refusal that results in assisted removal or restraint.
In the event of challenging behaviour, procedures and actions must be followed as outlined within the procedure.

Additionally staff must heed any time-out or staff/pupil contractual arrangements designed to allow 'cooling off' to occur. This may be in the agreed 'safe place' such as sensory rooms in class. If an incident arises despite these procedures being adhered to which culminating in a serious incident then an incident report must be completed, and parents and LA informed as soon as reasonably possible and within 24 hours. This will need to be reported by the class teacher Additionally the incident must be resolved, or a date for resolution communicated to the pupil. There must be a staff debrief where the incident, details of before and after, and any matters arising should be discussed.

Serious Incident Procedure

Follow established guidelines on the management of behaviour.
Following the management and resolution of an incident.

1. Ensure that the immediate area and persons involved are safe.
2. Decide what the plan of action will be and how the situation will need to be resolved. A change of face may be required
3. Offer an identified place of safety to the pupil in the first instance. A quiet area may be identified in their Individual Positive Behaviour Support Plan or assessed at the time.
4. Ensure all required documentation is completed which may include an incident report form, body map, accident book, first aid record and possibly a separate report depending on how serious the situation is.
5. Phone the parents or email to explain what occurred, what was done, and put their minds at rest that the issue is resolved.
6. Hand the completed form to the behaviour analyst.
7. The form is filed in their pupil incident file and then at the end of the school year archived in their individual archive box, sent to AsprisCS and also kept on file within the school's serious incident book.
8. Staff/ pupil debrief and updating of any relevant documentation which may include the pupil's risk assessment and Positive Behaviour Support plan

From time to time police involvement is necessary. SMT or On call guidance should be sort for all police interventions.

Use of Safe Spaces

The Sensory room areas of Tadley Court School are identified areas for pupils to use within the school as part of their therapy programme, Positive Behaviour Support plan, and risk assessment.

All pupil areas can be used for pupils to access when they may require withdrawal from class or just to spend time alone or with a favoured member of staff. Designated areas of the school to 'self-regulate' such as the school field or swings can be identified by pupils. Other areas around the school can be used for 'safe space'; these may be benches which are situated around the school grounds. The main hall is also designed for sensory circuits, and pupils can use this area as a place to relax. Preferred methods will be listed in Positive Behaviour Support plans of those pupils however staff can risk assess during time of crisis or to deescalate the situation as required. Pupils may use a gym ball to throw around or use assessed sensory items for relaxation purposes as long as it is safe to do so.

3. Procedure for Involving the Police

Tadley Court School recognises that caring and managing students with difficult or challenging behaviour is an integral feature of their work.
The protocol aims to strike a balance between the rights and needs of the students, the rights of staff and the school decision to instigate police action.
It is important to maintain regular and effective liaison between the school, local police, Social workers and local authorities.
Whilst all staff working at Tadley Court School have a duty to report known or suspected crimes to the police, they will need to use their judgement about where the threshold lies, particularly if the information to hand is slight and the crime, or suspected crime, is of a minor nature. The fact that staff report an incident does not mean that the police will follow a pre-determined course of

action or, in some cases, any action at all, although there are circumstances where the police must record and investigate incidents as a crime.
Wherever possible, as defined in this procedure, the action to be taken will be determined following discussions by all concerned, including the young person, about the most appropriate response.

Deciding whether or not to involve the police
Staff will generally manage problematic situations except where they are so severe that immediate police involvement is essential in order to avoid physical assault or public damage. Staff need to consider the nature and seriousness of the incident before deciding whether to involve the police immediately, at a later stage, or whether to involve them at all, but all matters should be recorded following Tadley Court School incident procedure. It is crucial that communication between staff, parents, social workers and the police regarding an incident is clear and factual.

Factors to be considered

The following factors should be considered when determining what action to take. The list is not exhaustive, and does not reflect any order of priority:

- nature and seriousness of the allegation/incident
- severity of the injury sustained/nature of threat received by the victim
- wishes and best interest of the victim
- previous incidents of a similar nature by the same child or young person
- previous relationship between victim and offender
- previous behaviour or offending, bullying/peer pressure/duress
- probability of a repeat incident
- potential impact on the child/young person following formal police involvement
- appropriateness of police action/court proceedings
- future best interests of all parties concerned
- message sent to other young people/confidence in being able to report crimes and in knowing they may not result in court proceedings
- availability of alternative courses of action, e.g. restorative approaches with the consent of the victim, referral to the Youth Offending Service
- level/value of damage caused
- requirement for formal investigation, e.g. insurance claim requires a crime reference report

Violence and aggression by a child or young person on another

These are incidents between students within the school ranging from minor disagreements through to serious assaults where physical injury is caused. Such incidents can be complicated by having two vulnerable parties. Staff will need to ensure that health and safety procedures and child protection and safeguarding procedures are followed, and will also need to follow their own internal procedure for dealing with serious incidents within the school.

Violence and aggression to staff by a child or young person

Violence towards staff members can vary from verbal threats to physical acts amounting to assault. The school has the responsibility of care towards young people; their welfare needs to be balanced with the rights of staff not to be subjected to violence in the course of their duties.

Such incidents are affected by factors similar to those listed above, and staff should be encouraged to report any incidents that cannot be dealt with through alternative means.
Where there is no immediate continuing threat of violence it is in the best interests of the staff member to take time to discuss and consider possible options.
Following such incidents it is important that staff utilise standard de-briefing processes.
Staff should also ensure risk assessments are updated or completed in relation to the risk of violence or injury to themselves or colleagues. A professionals' meeting could be a useful method by which to assess these risks and look at ways the risk could be reduced.

Criminal damage within the placement, or to staff or cars or property

The majority of criminal incidents involving police relate to damage within the placement. It is important to see these in the context of the needs of the child and consider whether involving the police is an effective and proportionate response. This should the majority of the time be dealt internally and the police not called.

Theft within placement

Most offences of theft within the placement are likely to be of low value, but the possible start of criminal behaviour, although it should be emphasised that value is a subjective issue relative to the victim.

Disorder in or around the placement
The area of disorder is subjective and requires judgement by staff to avoid unnecessary police involvement for minor infringements of discipline. The main factors that should be considered are:

- nature and seriousness of the disorder
- risk or threat of violence
- the wishes of and impact on the immediate community
- the availability of alternative courses of action

Substance misuse
The misuse of controlled drugs within the school is a serious issue and it is essential that the response is prompt and effective. In response to incidents staff will be guided by the government's **Tackling Drugs Strategy,**

which has four main aims:

- to help young people to resist drugs use in order to achieve their full potential in society
- to reduce the acceptability and availability of alcohol and other drugs to young people
- to minimise the health risks and other damage associated with substance use by young people
- to increase the safety of communities from drug related crime

Staff will need to balance these principles with their duty of care for the young people in the school and their role in managing young people's behaviour as part of their care responsibilities as well as their responsibilities to the wider community.
Where practicable all materials are removed if found in accordance with Tadley Court School procedure for screening and searching.

Disposal of prohibited items:
Disposal of alcohol, canisters and illegal drugs should be disposed of according to the details outlined in the Department for Education searching, screening and confiscating guidance.
If police involvement is required the items must be kept locked away and details of the Officer removing the items from site need to be kept on record.

4. Use of Fixed term Exclusion

Use of Exclusion
Tadley Court recognises that exclusion of students should be used as a last resort. It would normally only be considered once all other avenues had been tried and had failed to resolve the issue. It would normally only be used in extreme circumstances, for example where violence, persistent disruptive behaviour or an accumulation of poor behaviour. Fixed term exclusions up to fifteen days may be used, and in extreme cases a permanent exclusion.

Responsibilities
The Head Teacher is the only member of staff who can authorise the use of exclusion. The decision to exclude will only be made in response to serious breaches of the Behaviour and Discipline Procedure, and if allowing the student to remain in school would seriously harm the education and/or welfare of that student or others in the school

Preventative Measures
Extensive steps should be taken before consideration of the use of exclusion. These could include, but are not limited to, on-site internal exclusion, segregation from other students, direct therapy and pastoral support. The school will work in conjunction with local authority officers, other professionals and families in trying to find creative solutions to resolve issues. The use of exclusion should be avoided if at all possible. It may be that the placement at Tadley Court has become unsuitable for some reason, therefore the possibility of a managed move to another school should be considered in conjunction with any decision on exclusion.

Reasons for exclusion
The following are possible reasons why a student might be given a fixed term or permanent exclusion:
a) physical assault against another student, staff member or other person
b) verbal abuse or threatening behaviour against another student or adult
c) racist abuse
d) sexual misconduct, including abuse or assault
e) drug and alcohol related incidents
f) serious damage
g) theft
h) persistent disruptive behaviour

This list is not exhaustive or exclusive, and is intended as a guide to the kind of behaviour that would put a student at risk of exclusion.

When exclusion will not be used
Exclusion is never to be used for minor disciplinary offences such as:
a) poor academic performance
b) lateness or truancy
c) breaches of school uniform rules or rules on appearance (e.g. relating to jewellery, body piercing and hairstyles) except where these are persistent and in open defiance of such rules
d) as a sanction against a student for behaviour by a parent or guardian (e.g. refusal to attend meetings)

Legal issues
Tadley Court acknowledges that formal exclusion is the only legal way of removing a student from school. We also acknowledge that informal or unofficial exclusions are illegal regardless of the agreement of parents or carers.

Alternatives to exclusion
There is a wide range of alternatives to exclusion available to support the behaviour management policy and procedure. These include, but are not limited to:
Restorative justice, which enables the offender to redress the harm caused, at least in part. It enables all parties with a stake in the outcome to participate in the process
Mediation through a third party, usually a member of staff, therapist, pastoral tutor or SMT member. This approach may be particularly effective where there has been conflict between two or more parties

Internal exclusion where circumstances may arise that necessitates the student's removal from class but not necessarily from school. An area should be identified on a case by case basis where appropriate support and supervision can be maintained. This approach should not be used for long periods of time, and there should be a review process in place to effect a return to normal working as soon as this is practical

Managed move to another school to enable the student to have a fresh start in an establishment that might better suit his needs. This approach must involve all parties with an interest in the outcome, and should be run through the educational review process

5. The Head Teacher

5.1 To ensure that all staff are aware of the school's policy/procedure
5.2 Relevant information to changes to the school procedures are passed on to staff accordingly
5.3 The effectiveness of this procedure is monitored regularly

6. Senior teachers

6.1 Give guidance and support to set appropriate targets and plan appropriate work
6.2 Targets for pupils learning are set and met
6.3 Monitor behaviour management both during lessons and around school
6.4 Ensure risk assessments and support is appropriate and in place for pupils

7. Parental Involvement
We believe that the education of our pupils is a collaborative enterprise involving teachers, parents and carers, pupils and the wider community. Regular and positive communications will be made between teachers and parents and carers, on a formal and informal basis. We aim to harness the support of the family / residential home and to stimulate greater support in order to enhance all pupils' English development. Opportunities to promote parental involvement include: a) Daily / weekly communication to day / residential pupils via a communication book or e-mail dependent on parental preference b) Regular phone contact c) Parents / Carers will be invited to attend their child's Annual Review / LAC etc. d) Progress reports will be shared with parents / carers every term / 3 times per year e) Parents / Carers will be invited to whole school social events such as the summer fair and sports day
8. Equal Opportunities Statement
All staff will aim to treat every child as an individual, and will respect their individuality, regardless of gender, race, sexual orientation, academic or physical ability or socio-economic background. The staff will be aware of stereotyping in their selection of resources.
9. Monitoring and Evaluation
This Local procedure will be reviewed in 3 years by a member of SLT or as and when necessary to reflect changes in school practice