



Springwell  
Harrogate

# Behaviour & Relationship Policy

November 2023



WELLSPRING

We Make A Difference

This policy should be read in conjunction with:

- Child Protection Policy
- Safer Working Practice Guidance
- Keeping Children Safe in Education 2023
- Care and Control Policy
- Anti-bullying Policy
- SEN Policy

## **Introduction**

This policy takes account of:

- legislation enacted by the Education Act 2011 which reinforces, supersedes and replaces previous guidance, particularly in relation to:
- Education and Inspections Act 2006, Section 93
- Education Act 2002
- Equality Act 2010. Refer to Department of Education guidance November 2011 "Behaviour and discipline in Schools – a guide for head teachers and school staff" for an overview of the powers and duties for school staff.
- Use of force Guidance 2013
- The underpinning values and ethos which are most appropriate for children and young people placed within the , as outlined below:

## **Underpinning Values and Ethos**

Springwell Harrogate values and ethos are based upon the psychologist Carl Rogers' humanistic approach.

Rogers believed that for a person to 'grow', they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard), and empathy (being listened to and understood). Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water.

To support these relationships our core values are being:

- Open
- Honest
- Supportive
- Nurturing

At Springwell Harrogate we aim to meet the diverse needs of our pupils through:

- Recognising our pupils experience a range of different physiological and psychological challenges.
- Creating a Trauma informed culture that encompasses learning from neuroscience and neurophysiology.
- The provision of a predictable and safe environment, explicitly founded on nurture and attachment principles, that promotes security through consistent routines, clear boundaries;
- An unrelenting focus on celebrating, promoting and positively reinforcing good behaviour.
- The application of Carl Rogers' Unconditional Positive Regard for all pupils, acknowledging and addressing any inappropriate behaviours which may arise.
- Positive Regard in Springwell Harrogate is removing judgement, giving second chances, having high expectations matched with high levels of support, High levels of Challenge with high levels of nurture.
- The provision of an appropriate learning curriculum with carefully-planned learning opportunities including the development of social, emotional aspects of learning.
- It is through this pupil-centred, inclusive, trauma sensitive approach that pupils will learn to

understand, manage, and improve their own emotions safely, and to build positive relationships with adults and other pupils.

Consequently, all pupils at Springwell Harrogate have the right to:

- To feel safe in school - know that staff are there to support safety
- An emotionally available adult
- Have their voices heard - through restorative dialog or other means
- Recognition of their unique identity and individual consideration of their needs;
- Be treated with respect and dignity and feel valued members of the learning community;
- Be protected from harm, violence, assault and acts of verbal abuse.

Springwell Harrogate understands the level of specialism needed and this is why staff are supported through high levels of quality CPD, Induction and supervision. This enables staff to be:

- Trained in a variety of emotional regulation techniques
- Able to recognise the signs of stress and are able to reduce stress through active use of PACE principles (Playfulness, Acceptance, Curiosity, Empathy).
- Provide a pathway to create experienced staff that understand that often behaviour communicates and it is our responsibility to translate and interpret to better meet the need. ● Aware of the importance of pupil regulation and know strategies to support this. ● Able to recognise the different stages of crisis.

Furthermore, Springwell Harrogate strives to ensure that:

- Parents, carers, staff and pupils are highly positive understand emotions, behaviour and safety;
- Pupils make an exceptional contribution to a safe, calm, purposeful, orderly and positive learning environment;
- Pupils show very high levels of engagement, respect, courtesy, collaboration and cooperation in and out of lessons;
- Pupils have excellent, enthusiastic attitudes to learning;
- Pupils are adept at managing their own behaviour, supported by systematic, consistently applied behaviour management approaches;
- Instances of all types of bullying are extremely rare, and that pupils are acutely aware of different forms of bullying and actively try to prevent it from occurring;
- All pupils feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe;
- Rules are more effective when they are positively framed and used to reinforce and develop desired behaviours;
- Teachers will be responsible for developing class rules in conjunction with their pupils, making it clear to pupils what is expected in their learning environment;
- The provision of a safe and predictable learning environment is paramount and all staff are expected to provide clear and regular routines that support the implementation of rules and ensure Maslow's Hierarchy of Needs are met (see appendix 7)
- 
- Pupils need to be familiar with the expectations of class routines. Therefore consistency and the regular maintenance of high standards is highly important; Routines are expected to be in place for pupils on arrival at school and throughout the entire day – including social time.
- All pupils need to be aware of the rules and routines and the logical consequences Boundaries of meeting or transgressing rules and expected standards of behaviour:
- For the safety of everyone at Springwell Harrogate, smoking or vaping are not permitted in or around any of the school premises. Smoking or vaping products and paraphernalia are not permitted on the school site.

## **Restorative Culture**

Our School uses a restorative approach to challenging behaviours. We understand behaviour as communication, therefore it is important to ensure students have learning experiences free from sanctions. We create a culture of repair and reflection based on the principles of restorative approaches. A restorative approach includes:

- Repairing relationships

- Restorative conversations (corridor conferences)
- Use of: logical consequences
- Flexible consistency, the ability to consistently
- Reflection time (alone or supported)
- Formal Restorative Conference (for use in restorative sessions - facilitated by trained staff)
- Strategies for dealing/managing emotions and feelings next time they arise
- Restorative approaches will seek to find long term solutions to and to prevent bullying - including cyberbullying, prejudice-based and discrimination bullying

As part of creating a restorative culture we use Logical consequences. Logical consequences take all aspects of an incident into account; this includes the individual need of the pupil and the specific factors that resulted in the incident, there is no black and white approach to a behaviour. Some examples of logical consequences are below:

- Use of planned ignoring, where possible;
- Facial expression of disapproval;
- Verbal warnings and reprimands;
- Temporary withdrawal from the learning environment for de-escalation and reflection
- Pupils remove themselves from a situation which causes anxiety or distress to a location where they can be supported, continually observed until they are ready to resume their usual activities. This "time out" could be time in a quiet area of the classroom or Key Stage, the playground, around the school site, or in the designated "Quiet Room"
- Logical consequences are implemented following due consideration of any incident and the pupil's age and needs:

### **Debriefs, Concerns and Solutions**

Debriefs generally occur at the end of the day once the pupils have gone home. Often these are more informal conversations and reflections with relevant staff which, share ideas and best practice moving forwards. When a pupil has been presenting a significant and consistent challenge or there has been a single large crisis incident, a member of senior leadership or Care Team Leader may call a separate debrief to explore the incident in detail. These meetings will be led by a member of the leadership team or care team leader, are supportive and have a "no blame" culture. Their aim is to reflect on the behaviour / incident so as to:

- promote honest and open reflection to the approaches to the pupil's needs and behaviour
- identify more effective interventions
- ensure approaches to behaviour are clearly shared and understood
- to find solutions that enable staff to better support pupils

### **Restorative Sessions**

A Restorative session can be used when a pupil is unable to regulate, dangerous, violent or aggressive behaviours - even after intervention within school. These cases are rare and the principal aim is to allow the pupil reflection time to then be able to complete restorative work. This usually happens outside of the normal school day. The sessions could be held in person or online via google mm. These sessions are primarily focused around rebuilding relationships, and safety NOT specifically catching up on work. Restorative Sessions should be recorded on Behaviour watch.

This system is an alternative to fixed term exclusion and should not be viewed as a sanction but as a means of creating space for a restorative approach. Care Team Leaders will ensure that these sessions are properly planned, staffed and structured to support the restorative process.

If parents or carers do not agree to pupils coming back to school to complete a restorative session, then this will be recorded as a fixed term exclusion, for a minimum period of half a day. Restorative sessions could include:

- Formal restorative conference (if required)
- Informal restorative conversations
- PSHE work around dangerous behaviours e.g. fighting, climbing etc.

- Relationship repair activities e.g. games, Theraplay and Thrive activities

### **Positive Reinforcement Strategies**

- Positive behaviours that are reinforced are more likely to be repeated;
- All staff are actively involved in consistently reinforcing positive behaviour;
- Positive achievements and successes both in and out of school are celebrated and shared with parents and peers;
- The types of positive reinforcement used across the school are varied and reflect the individual nature of class groups and pupils.
- Staff understand that positive reinforcement can lead to positive chemical releases in the brain, strengthening and creating positive neurological pathways, this is a vital part of the relational practice

### **Informal Positive Reinforcements include:**

- Smiles/positive eye contact/gestures;
- Targeted praise statements to the pupil or groups of pupils;
- Peer group praise, both spontaneous and planned;
- Direct positive praise home to parents;
- Additional responsibilities;
- Sharing good work and behaviour with peers/adults/senior staff;
- Written comment on work/in books;
- Displaying good work;
- Work towards an activity chosen by the pupil; offsite trips and community involvement
- Recognition and celebration of learning and behaviour in assembly;
- Stickers and stamps;
- Positive praise postcards and letters home.
- Certificate presentations in assemblies for progress in particular social skills.

Trips are part of the curriculum and are not rewards. If a pupil is unable to access a planned trip this will only be due to a lack of parent/carer consent or on grounds of health and safety.

### **Personalised Approaches to Learning**

In order to ensure that the behavioural needs of all pupils are met, all pupils have:

- Educational Health Care Plan (EHCP)
- SEND support profile
- an Individual Pupil Risk Assessment (IPRA) – to define specific risks potentially posed by pupils’ behaviour and identify how those risks can be mitigated
- A Behaviour Plan (this forms part of IPRA) – that clearly states individualised approaches and strategies to dealing with the underlying needs that drive behaviour incidents, including physical intervention.
- Flexible Consistency - We strive to offer a consistent approach when supporting behaviour; calm, positive, caring, supportive and empathic. However, needs and circumstances of the individual will always be considered, resulting in “flexible” consistency.

At Springwell Harrogate all teaching and non-teaching staff at the have responsibility for the care of pupils who are struggling to access learning. We recognise however, that at certain stages in a child or young person’s school life may struggle to access the typical provision offered by Springwell Harrogate as a result of their Social, Emotional and Mental Health needs. Even when the curriculum is reasonably adapted in line with best teaching and learning practice and the young person is appropriately supported within our usual systems, there are occasions when they will still struggle to access full time education.

In these instances, the Principal may consider that a Personalised Curriculum is an appropriate means of supporting the young person up until the point when they are better able to access full time education. In these cases, the will follow the Protocol for Meeting Short Term Changes in Pupil Need explained in Appendix 5 of this document.

The aim of a Personalised Curriculum Access Plan will always be to support the young person so that they can return to full time education as soon as possible. The duration will however, depend on the needs of the individual

## **Restrictive Physical Intervention (RPI)**

At Springwell Harrogate we strive to create a safe learning environment, promote positive behaviours and minimise the risk of incidents that may require further support, which could include physical intervention. All staff have Team Teach training to help keep pupils and others safe. The Team Teach approach is 95% de-escalation and staff are highly skilled at using these techniques to support pupils. In order to protect pupils and staff, there may be times where staff may need to use reasonable, proportionate and necessary (please refer to Use of Reasonable Force Guidance, published by the DfE (July 2013) and in these situations staff may use restrictive physical intervention (RPI). Further information about this approach can be found in the school's Care and Control policy.

## **Care Team the therapeutic input**

Each area of the school operates with Care Team Leaders. The Care Team has specific responsibilities in ensuring the young people receive the greatest level of pastoral care and support when needed. Each team will endeavour to be proactive providing support before a young person reaches a crisis, by offering appropriate support and intervention. There may be occasions where the care team is needed to support a young person in crisis. On these occasions the team will use specialist techniques of de-escalation.

- Care team and available staff including SLT are available on radios to respond and support significant incidents.
- Additional staff of the school are also available and can be accessed by school radios.

Staff should ensure that they are familiar with these arrangements for the site on which they are working. Staff should always ensure that any pupils for which they are responsible are safe and properly supervised before responding to a request for support

## **Recording systems**

It is the responsibility of all staff at Springwell Harrogate to record the use of a physical intervention, behaviour incident or safeguarding concern. Every staff member will be provided with training around each system as part of the induction cycle and on-going professional development for staff. Below outlines key systems that staff need to familiarise themselves with and follow.

### Behaviour Watch

Every staff member should have a login and password for Behaviour Watch as this is the programme we use to record the following:

- Behaviour Incidents
- RPIs
- Positive Logs
- Parent/Carer Contact
- SEND support profile
- Risk Assessments

### CPOMS

Every staff member should have a login and password for CPOMS as this is the programme we use to record the following:

- Safeguarding concerns

### Arbor

Every staff member should have a login and password for Arbor as this is used to record attendance.

### Serious Incident Reports (SIRs)

SIR's are legal documents that are shared with a range of professionals including police, LADO, parents and Social Care. They are designed to accurately depict an incident and will be used in court if required.

The SIR is to be completed as soon as possible after the incident. Once completed, it will also need to be

printed off and given to a Care Team Leader for quality assurance by Team Teach instructors and/or Senior Leaders.

### IPRA, SEND support profile, Behaviour Plans

Individual pupil Risk Assessment, SEND support plans and Behaviour Plans (part of IPRA). Can be found on the Google drive and linked on the class page. IPRAs are updated every time a new or increased hazardous behaviour is observed. All plans are subject to regular quality assurance from Care Team Leaders and Senior leadership.

Incoming students will have an IPRA written based on the information received from EHCP and risk assessments for previous settings before they come on roll. This plan and will be reviewed after a six week transition period

It is the expectation that all pupil facing staff know how to access and edit an IPRA. It is the expectation that staff around a specific child will have accessed and read that child's behaviour plan.

### **Support systems for parents**

In addition to involving our parents at all stages in their child's education and in particular gaining their support for effective positive behaviour teaching and learning, parents may also benefit from the opportunities listed below:

Contact with class teacher / form tutor

- Signposting through school to parenting support programmes and other
- voluntary parenting skills courses;
- Regular pupil progress reviews
- If a pupil or parent feels that the measures in the behaviour policy are unfair or have been unfairly applied, then they can lodge a complaint through the school's complaint procedure. This is available on the website or from the office.

Support systems for pupils In addition to regular teaching and learning about positive behaviour and regular attendance underpinned by a nurture approach, the school provides the following support to pupils:

- Refer to Early Help process;
- liaison with parents/carers, previous schools, outside agencies and services;
- regular pastoral reviews to identify pupils most at risk, included as part of any
- regular academic progress reviews;
- the delivery of an exciting and innovative curriculum underpinned by nurture approaches; • regular contact with parents to inform them of progress being made by their child and with regard to the celebration of achievement and behavioural
- achievements; • contact with parents on the first day of any unexplained absence and discussion between the pupil and staff responsible for their registration;
- contact with parents in the early stages of an issue, rather than when a learner may be close to exclusion, or following bereavement, parental divorce, or separation; • referrals for specialist advice from external agencies;
- Access to therapeutic intervention;
- Referrals to CAMHS and mental health support

### **Uniform**

**We do not enforce a uniform but we do request that pupils dress appropriately and wear dark clothing.**

Appropriate clothing is not:

- Steel toe cap boots or similar
- Mallet' branded trainers or other shoes that cause damage to the school floors
- Short t-shirts that reveal the torso
- Clothes with inappropriate or offensive logos

## Appendix 1

### Guidance: Dealing with pupils who climb

#### Climbing within school time

There are a number of pupils within our school that have a history of climbing. These pupils will climb onto roofs, up fences, trees or onto other objects. Where a pupil is a known “climber”, this will be identified clearly in their IPRA and BP.

The school takes steps to ensure that buildings and areas of the school have appropriate measures in place to prevent climbing, such as barriers and anti-climb fences. However, these cannot be relied upon wholly to prevent climbing and staff should therefore be aware that this behaviour has clear risks and should act to prevent climbing. This can be done by:

- Increased vigilance, where the child is a known “climber”
- Appropriate supervision of areas where pupils are known to climb
- Appropriate physical intervention by staff using Team Teach techniques

Despite these measures, occasionally, some pupils may climb onto roofs, trees or other high places. When this happens the following guidance should be followed:

- No attempt to follow the child by climbing should be made – this is likely to cause greater risk to the child, who will usually attempt to get further away, and to the staff member
- Staff should attempt (after DRA) to stop students climbing up to fence height as the risk of being on the roof is possibly greater than the risk of falling from low height.
- Staff should, wherever possible, keep the child in view
- Staff should talk calmly to the child and express concern for their safety and encourage the child to climb down
- A member of the leadership team should be informed
- The member of staff who has the best relationship with the child should be summoned to talk to the child
- Staff and pupils not required to be involved in the incident should leave the area and hence remove the audience a child may be seeking
- Dialogue from staff should focus on concern for the child’s safety – e.g. “I’m really worried you might hurt yourself, climb down carefully please”
- Staff should avoid threats of punishment that may dissuade the child to climb down – e.g. “When you come down, you’ll be in trouble”
- If the pupil has climbed onto a building other than the building, the occupants of that building should be informed
- If another building is affected, i.e. if the pupil is in close proximity to another building that is occupied, then people in that building should be informed to ensure that they are reassured that the incident is being dealt with and that they do not respond in a manner that may worsen the situation.
- Calling the emergency services such as the Fire Brigade or Police may worsen the situation by making the child anxious or want to get away. This should therefore be avoided unless the child is trapped, stuck, can’t get down, is in obvious and immediate danger or is causing a danger to others e.g. throwing objects
- Observation and dialogue should continue and focus on keeping the child safe – pointing out dangers such as skylights that a child may fall over or through.
- Staff talking to the child should maintain a clear, assertive and caring tone •
- Observation of the child should continue until the child climbs down
- Experience has shown that in almost every case, children will climb down safely on their own once the audience has been removed and a calm approach to their behaviour is presented by staff.

#### After the incident

When the child has climbed down it is essential that a supportive conversation that could include therapeutic and/or restorative conversation which will explore:

- What happened



- Who was affected / upset / distressed by it and why
- What can be done to put this right
- After the event a debrief of staff should focus on:
  - How the child managed to climb
  - Where they climbed and how this area could be better protected
  - How supervision could be used to prevent a recurrence
  - How the child's Personal Handling Plan / Behaviour Plan could be amended to prevent this happening again.
- Parents should be informed of the incident.

## Appendix 2

### Exclusions

Successful schools/academies often share a number of features that help to create and sustain their success:

Committed, highly visible leaders, with ambitious goals, supported by a strong leadership team

Effectively communicated, realistic, detailed expectations understood clearly by all members of the school

Highly consistent working practices throughout the school

A clear understanding of what the school culture is and the values it holds • High levels of staff and parental commitment to the school vision and strategies • High levels of support between leadership and staff

Attention to detail and thoroughness in the execution of school policies and strategies • High expectations of all pupils, and a belief that all pupils matter equally

#### **As an inclusive organisation, Springwell Harrogate believes that:**

- We should develop a supportive culture where exclusion is seen as an absolute final resort and where best endeavour is used by all our leaders to avoid permanent exclusion from school.
- Fixed term exclusion should be viewed, not as a sanction, but as a mechanism to provide support and plan interventions.
- we should seek alternatives to the use of fixed term exclusion with an understanding that its use is sometimes unavoidable.

#### **In order to achieve these goals, Springwell Harrogate School will:**

- develop high quality behaviour policies and systems that allow all children to prosper and flourish.
- develop expertise in restorative practice, post incident learning, behaviour management and personalisation.
- explore, with sophistication, the reasons why children display challenging behaviour and develop strategies to address this.
- develop alternatives to fixed term exclusion and create a culture that sees permanent exclusion as a rare and last option.
- deliver high quality SEND interventions and develop appropriate strategies to support children with additional needs.

Where a suitable alternative cannot be found and the Head Teacher deems that a fixed term exclusion is appropriate, they must notify the Executive Principal at the earliest opportunity.

Notification should be sent to the central Wellspring Trust team, stating the name and date of birth of the pupil, the reason for the FTE and period for which the pupil is excluded.

The Head will ensure that legal guidance on the recording and notification of exclusions is followed and that appropriate written communication is sent to parents and carers.

## Appendix 3

### Pupils who Abscond

The purpose of this policy is to set out clearly for all stakeholders, the process that will take place should a child abscond from the school site

Definition: To abscond is to 'leave without permission'.

Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, schools and other education settings owe a duty of care towards their pupils. This duty of care requires that all reasonable steps are taken to ensure that pupils are safe and remain within the care of the at all times throughout the day and during -led activities.

**Where a pupil, present at registration, is found to be absent from the site without authorisation the following procedures should be followed: a) Where it is unclear where the child/pupil is:**

Member of staff to inform the Head of School or member of SLT, and the admin office.

- Head of School or member of SLT organises search of buildings and known places that the pupil may have gone.
- If the pupil is not found then all available staff complete a more thorough sweep of the school and check the perimeter of the grounds.
- office to phone the police when the area has been fully checked if the child is not found.
- office to contact parents/carers and inform them of the situation.
- Consideration will be given to whether the search should be extended beyond the schools perimeter. This decision will be based on staff's knowledge of the child and on the levels of risk, and on what action is in the child's best interests.
- Any staff who leave grounds to take mobile phones to contact .
- Once a pupil has been found then the lead SLT member will use their professional judgement to outline the response towards the pupil and the support the pupil will need in the future. • A written report will be filed using the schools behaviour recording system. • Member of SLT to brief police (if they have been contacted) and parents.

**b) Where a pupil attempts or is seen to be leaving the premises without authorisation the following procedures should be followed:**

- Staff must follow the pupil to the perimeter fence or gate and must try to persuade the pupil to stay in the school.
- If a pupil is deemed to be a high risk to himself or other people then staff should adhere to the Care and Control Policy with reference to holding the pupil, if appropriate.
- At all times staff must be aware that active pursuit may encourage the pupil to leave the immediate vicinity of the school and may cause the pupil to panic, possibly putting him or herself at risk by running onto a busy road, for example.
- If the pupil has left the immediate vicinity of the school the office, the Head of School or SLT members must be contacted immediately and the lead person will direct the course of action. • Staff will follow the pupil at a safe distance if in view.
- The SLT lead may direct additional staff to join the search in a vehicle, taking a mobile phone to contact .
- The SLT lead will ensure contact is made with the pupil's parents/carers. If the searching staff lose sight of the pupil they must contact the office giving details of their location and the clothes which the pupil is wearing. The SLT lead will then ensure that Police are notified.
- If the pupil(s) has left the immediate vicinity of the grounds and is no longer visible then the SLT will make a decision as to how to take matters further which will take into account the age of the pupil, the prevailing weather conditions, the nature of the incident which led to the pupil absconding, the pupil's previous history of being involved in episodes of absconding and their outcomes.
- If the pupil returns of their own volition, parents/carers and the police will be informed as soon as possible.
- Upon his or her return to school, and when the pupil is calm, the pupil must be seen by the SLT so that the reasons for absconding may be discussed in detail.

- At this point a decision will be made as to the appropriateness of further
- actions.
- A written report will be filed on the incident using behaviour watch.

### **c) Where a pupil absconds during an educational visit**

- Where a pupil is a known risk of absconding, this must be indicated within the risk assessment for the educational visit and reference to this policy made as a means to managing the risk
- Where ever safe to do so, staff should attempt to calmly follow the pupils and engage them in conversation in order for them to return to the group
- Staff will follow the pupil at a safe distance if in view
- Staff should only leave other pupils to follow one who is absconding if there is sufficient staff to safely supervise those left behind
- Staff following should take a mobile phone with them
- At all times however, staff must be aware that active pursuit may encourage the pupil to leave the immediate vicinity of the group and may also cause the pupil to panic, possibly putting him or herself at risk by running onto a busy road, for example.
- Where an absconding pupil has been lost from sight, the should be contacted by the group leader immediately
- The trip leader will inform Parents
- The designated contact at school (usually the office manager) will contact the police to inform them.
- The group leader should liaise with the school contact at fifteen minute intervals or immediately in the case of either losing contact with the pupil or the return of the pupil • If the pupil returns of their own volition, parents/carers and the police will be informed as soon as possible.
- Upon his or her return to , and when the pupil is calm, the pupil must be seen by key staff so that the reasons for absconding may be discussed in detail
- At this point a decision will be made as to the appropriateness of further action
- A written report will be filed on the incident using Behaviour Watch.

## Appendix 4

### Use of Calming rooms

The purpose of this guidance is to ensure that the use of Calming rooms follows legal guidance and that of best practice and makes a clear distinction between the use of a soft room as part of a planned strategy for supporting behaviour and the use of seclusion.

Guidance:

#### A Use of Calming rooms as part of a planned strategy

1. In our school, we have rooms that are used as part of a planned strategy of behaviour intervention that are known as various things such as “Calm Rooms”, “Reflection Rooms”, “Soft Rooms”. For the purpose of the rest of the document, these will be referred to as “Calming Rooms”.

2. These rooms are used for a number of reasons, including:

a. Providing a safe and calm space where a child can go by themselves or be

directed to in order to avoid escalation in their behaviour

b. Providing a safe and space away from other children where a child can be

helped and supported when in crisis

3. In these circumstances, the child will always be supervised and supported 4. The child will always be supported in the room – i.e. they are not locked in

5. Where a child/young person has been identified as likely to require the use of the De escalation room, this should be part of their and/or Behaviour Plan (BP). This should be explained to and shared with parents/carers when these plans are written.

6. Some children/young people may use the Calming rooms independently as an area where they can take “time out” in order to manage their own behaviour. Where this strategy has been agreed, it should be clearly written down in their BP. Arrangements for how these children will be supervised must also be clear and included in the appropriate plan.

#### B Seclusion

1. Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. This includes situations where a door is locked as well as where the door is blocked by other objects or held by staff.

2. Any time a student is involuntarily alone in a room and prevented from leaving should be considered seclusion regardless of the intended purpose or the name applied to this procedure or the name of the place where the student is secluded.

3. Seclusion can only be used in exceptional circumstances, where a child is placing themselves or others in a high risk situation. The SEN Code of Practice (2015) advises that it would not be fair, for example, to isolate a child with ADHD or other special needs because they were not able to sit still when required to do so. **As**

**placing a child in seclusion is illegal, staff members must have a strong case as to why seclusion was necessary.** This will be reflected on the Serious Incident Report. The incident must also be recorded in the “Soft Room Log”

4. Seclusion **will only ever be used in exceptional circumstances where the risks involved with its use are outweighed by the risks that are presented.** These risks include both physical and psychological harm.

5. As there is no legal definition of exceptional circumstances, so if staff feel that they have no choice but to seclude, they should be prepared to defend their actions either verbally or in written form either within

the school or to external agencies

6. If exceptional circumstances arise and a child/young person is placed in the calming room against their will, staff must:

a) Ensure that the child/young person is continually supervised / monitored

at all times.

b) The time spent in seclusion is the minimum possible

c) Support the child/young person to de-escalate the situation as quickly as

possible.

7. Use of seclusion will never be used as a punishment for children/young people.

8. In the exceptional circumstances when seclusion is used, it must be recorded on appropriate systems.

9. Other areas:

There may be occasions when children/young people are placed in other areas of the school where they do not wish to be and cannot easily leave. For example, an enclosed playground area may be used as a large, safe, secure outdoor space for a child/young person to calm down. When other areas are used in this way, **this constitutes seclusion**, must be recorded as such **and should only be used in exceptional circumstances**.

10. Examples:

If the child is in a soft room alone and you are on the other side of the door preventing them from leaving, **this is seclusion**.

**Why?** The child is alone and wants to get out

If you are in the soft room with the door shut and you are preventing a child from leaving, **this is not seclusion**.

**Why?** The child is not alone.

If the child is in the soft room and wants to be alone with the door shut, **this is not seclusion**.

**Why?** You are not preventing the child from leaving.

If you are at an open door in a soft room and you are preventing a child from leaving, **this is not seclusion**.

**Why?** The child is not alone.

***If staff are in doubt as to how to appropriately record an incident, they should speak to their line manager and ask for guidance before completing paperwork***

## Appendix 5

### Springwell Harrogate Protocol for Meeting Short Term Changes in Pupil Need Introduction

Springwell Harrogate is an inclusive, specialist school that aims to meet the needs of students with severe Social Emotional and Mental Health (SEMH) needs. These are defined in the code of practice as: SEMH needs are defined in the code of practice as:

*“Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.”*

(Department for Education & Department for Health, (2015))

The linked document from the DFE February 2023 gives clear examples of when and how Forest Moor can support short term changes to pupil need [Support for pupils where a mental health issue is affecting attendance Effective practice examples](#).

In addition to primary need of SEMH, students may be admitted with additional needs if those needs can be appropriately met by the .

Springwell Harrogate Admissions Policy (2018) states:

*“As a specialist setting we are committed to meeting the needs of children with SEMH difficulties. We do accept however, that in some cases SEMH need may be so profound that needs cannot be met within Springwell Harrogate. For example where risk of violence is so extreme that it cannot be managed safely in our specialist setting or the need for therapeutic intervention is beyond what can be provided within the resources available. These cases will be considered through the consultation or annual review process.”*

We recognise that at points throughout a school career, the needs of children can change and that this may present challenges to being able to effectively meet need within the typical operating model in the short or medium term. This may include times when there is:

- a new medical need that requires new, additional or different and specific support than that which is available
- significant disruption in home life of a child
- a deterioration in the child's mental health
- transition into the or between settings
- breakdown of relationships with peers in the school or community

These may all result in a significant, temporary increase in medical or SEMH need, so that it becomes a level that is so profound, it cannot be met within the typical operating model of the , within the resource available.

Examples of this increase in need may manifest themselves in changes in behaviour so that the child displays **sustained and repeated**:

- behaviour that endangers themselves
- extreme levels of violence or aggression towards other children
- extreme levels of violence or aggression towards staff
- damage to property or the building
- absolute refusal to meet minimum and basic expectations such as, handing in mobile phones, following safety instructions
- inciting other children to engage in severe disruptive or dangerous behaviour **Protocol for**

### Meeting Short Term Changes in Pupil Need

In cases such as those exemplified above, it may be necessary to put in place temporary changes in the provision available for children to ensure:

- their SEMH needs can be further assessed
- learning for other children is not further disrupted
- that other children can be kept safe
- safety of staff
- prevention of further damage to property

- relationships can be repaired through restorative work

These changes may include:

- education away from the child's current setting
- reduced hours education
- education at different hours

This is in line with Section 10.39 of the SEND Code of Practice (2015) which states: *“education must be full time, unless .... for reasons relating to the physical or mental health of the child, a reduced level of education would be in the child's best interests.”*

If the Head considers a change in provision is required, for example a personalised timetable or reduced hours, a clear plan for this should be completed (See below). This plan and the reasons for it, will be communicated to parents and carers along with the arrangements for its regular review.

The aim of this change will always be to support the child through a temporary period so that they can return to full time education as soon as possible. The duration of the agreed changes will however, depend on the needs of the individual.

### **Reviewing Temporary Changes to Provision**

The Head of School will work with the SENCO to ensure that:

- A clear, individualised plan – “Personalised Curriculum Access Plan” (see below) is in place
- The plan sets out the reason for the plan, i.e. barriers to accessing typical provision • This plan contains a clear description of the curriculum to be accessed and how it responds to the child's needs and the specific barriers to learning identified
- The plan shows a clear phased strategy for the children to return to typical provision
- That the plan is shared with parents / carers and other appropriate agencies working with the child
- The plan is reviewed on at appropriate intervals, the outcome of the review recorded and any changes are shared with parents and carers - in the case of children looked after, this will be done on a weekly basis
- All plans are stored centrally and a weekly update on numbers and hours of provision is maintained

In the case of children looked after, these plans are shared on a weekly basis with the virtual head teacher.

SENCOs will work closely with those writing the Personalised Curriculum Access Plans and those responsible for delivering the provision set out within them to ensure that there are clear opportunities to properly assess the progress of the plan and ensure the child's access to the provision in their EHCP.

Where progress back towards accessing typical provision is not being made sufficiently quickly, SENCOs will ensure that the needs of children are fully reassessed through calling an early annual review. This will allow full consideration to be given to the needs of the child and whether those needs can be properly met by Forest Moor School.



## Appendix 6

### Mobile Phones and searching for prohibited items

#### Mobile Phones

Communications between parents and pupils during the school day should only occur through the school's official communication channels. Parents are expected to contact reception whilst pupils wishing to contact home must speak to their teacher and ask to report to the main office.

Pupils should not bring mobile phones into school. Where parents allow their children to use mobile phones on the journey to and from school, devices should be handed in upon entry to the school building.

Pupil's using their phone may have their mobile phone confiscated; this will be assessed on a dynamic basis catering for the needs of the individual. All confiscated or stored phones will be handed into the main school office or pastoral office, which accepts no responsibility for loss, theft or damage of any phone or other device brought into school.

Items will be returned to the pupil at the end of the day to a pupil or parent if there is safeguarding concern around the use of phone.

It is forbidden to record photographic images (still or video) or sound recordings of staff and pupils or to post or share any images taken in the course of the school day. Any pupil caught filming another person (and/or uploading images or video onto the

Internet) will have their device confiscated. If the action is repeated or of a serious nature, the matter will be treated as a serious disciplinary issue, the child's parents will be informed, and the police may be notified.

#### Searching

In line with the Department for Education guidance, 'Searching, Screening and Confiscation', where it is known or suspected that a pupil is in possession of any item banned under the school rules, staff may undertake a search of the pupil or their belongings, with their consent.

If the pupil does not consent to the search, the Head of School or nominated person may authorise a search to be conducted without the pupil's consent. Any prohibited item found during the course of a search will either be retained for collection by an appropriate adult or disposed of in line with the judgement of the Head of School or nominated person. The school does not accept any liability for loss or damage to any item of property whilst on the school site. Any illegal or controlled item found during the course of a search will be brought to the immediate attention of the police.

#### Items prohibited on school site

In line with the Department for Education guidance, 'Searching, Screening and Confiscation', below is a non-exhaustive list for items that are prohibited on school site.

- knives or improvised weapons
- alcohol
- illegal drugs
- prescribed/over the counter medication without first informing school in writing
- stolen items
- tobacco and cigarette papers
- vape products
- fireworks
- pornographic images

In addition to the above:

Any article that the member of staff reasonably suspects has been, or is likely to be, used:

- to commit an offence
- to cause personal injury to, or damage to the property of, any person (including the pupil).
- mobile phones
- electronic devices such as tablets that can be used to take pictures or allow communication