



# **Behaviour and Discipline Policy**

**10/07/2019**

## DAME HANNAH ROGERS SCHOOL EDUCATION

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# Behaviour and Discipline Policy

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## INTRODUCTION

THIS DOCUMENT IS a statement of the aims, principles and strategies for the management of behaviour at Dame Hannah Rogers Trust, and has been developed through a process of consultation with staff, children and young people through the Students Council and the Governing Body and has been consistently reviewed and amended as required.

It is recognised that from time to time there will be concerns about children and young people's behaviours that will need to be addressed.

This document should be read in conjunction with:

- The School Safeguarding Policy
- Safeguarding Adults Policy (VA policy)
- The Equality Policy
- The Anti Bullying Policy
- The Charter of Students' Rights
- Use of reasonable force – Guidance for Head Teachers / Schools  
July 2013 Department for Education
- Complaints Policy Education
- The Whistle Blowing Policy

The policies make up a part of the framework of safeguarding within the Trust and should be read within the context of that culture, practice, training ethos, supervision, management support and most importantly the well being of the young person at the heart of the culture.

## ETHOS

Considerable emphasis is placed upon children and young people developing self-discipline and respect for others. A relaxed and positive atmosphere where children, young people and staff expect to show each other consideration is encouraged through positive reinforcement of success and good role models provided by staff. We accept that some of our children and young people are likely to display inappropriate or challenging behaviour at times and we aim to understand the causes eg frustration due to lack of communication or understanding, difficulties associated with autism, lack of self esteem. Behaviour exhibited may be a reaction to difficulties encountered by the individual and we aim to teach skills and coping strategies to help children and young people understand and accept the boundaries of appropriate behaviour.

### **At Hannah's School we encourage appropriate behaviour by:**

- ensuring that children and young people develop socially in a supportive, well planned, structured and challenging atmosphere
- ensuring that each child and young person during his / her time with the Trust lives in a environment providing a consistent approach to discipline and appropriate behaviour
- ensuring that every child, young person and member of staff in the school feels that he / she is a valued and respected member of the school and encouraging them to value and respect others

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- Creating and maintaining an environment in which all children and young people feel safe and are encouraged to learn
- ensuring that children and young people do not feel threatened by actions of other children and young people or staff, and that they are encouraged not to be threatening to others
- ensuring that each child and young person is helped to deal with issues related to specific behaviours they may find difficult, with relevant support
- ensuring that consistency and fairness is implemented in all behaviour management programmes
- ensuring that all children and young people are encouraged to take responsibility for their own behaviour.
- reinforcing the school's "5 Golden Guidelines" AND Statement in relation to "British Values" through assemblies and curriculum subjects such as PSHE. See [Appendix 1](#).

### STRATEGIES FOR IMPLEMENTATION

This Policy will only be effective if all staff:

- are aware of the policy
- take a shared responsibility in its implementation and in monitoring its effectiveness

### DEALING WITH CONCERNS AND CHALLENGING BEHAVIOUR AND IMPLEMENTING BEHAVIOUR MANAGEMENT PROGRAMMES

When and where there are concerns with the behaviour of a child or young person, the member of staff involved in any incident should take responsibility for judging when it is appropriate to take one or more of the following steps:

- liaise with appropriate staff
- inform their line manager or Head of Department
- inform one of the Safeguarding Leads
- inform the Head Teacher or the named person deputising for her

If necessary a multi-disciplinary meeting will be called and a decision made as to whether or not a behaviour management programme should be implemented or that counselling should be offered, or both. The views of the young person will be sought using appropriate communication and support for them.

Behaviour management programmes will usually be drawn up to help in cases where behaviour is challenging ie self -harming, aggressive, threatening, causing distress.

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It is important to assess the possible causes of the behaviour exhibited and monitor any trends. Incidents should therefore be recorded on an ABC (Antecedent – Behaviour - Consequence) chart – see [Appendix 6](#).

At this stage it may be necessary to involve an Educational Psychologist or other professionals e.g. local Intensive Support Service.

**Parents must be consulted prior to the implementation of any Behaviour Management Programmes.**

**IT IS VITAL THAT ANY BEHAVIOUR MANAGEMENT PROGRAMME is:**

- clearly documented – see example format “Individual Behaviour Management Programme” [Appendix 2](#)
- based on positive reinforcement
- discussed fully and agreed with the child / young person, relevant staff, parents and placing authorities, where appropriate, prior to its implementation. Copies of such programmes should be signed by the relevant parties. In any interim period an emergency behaviour programme should be implemented
- highlighted via staff meetings, to ensure staff awareness
- adhered to by all staff
- monitored, and relevant feedback is given by staff, carers, etc – see Monitoring form [Appendix 3](#). Programmes should be reviewed / updated at least annually.

### POINTS TO NOTE

#### Child and Young Person Protection

1. Children and young people must at all times be in a safe environment. Therefore if they are threatened or distressed by another child / young person, the staff’s first priority is to defuse the situation.
2. Staff should make the area safe. This may involve removing the perpetrator or the victims.
3. Staff should be sensitive to the victims’ distress and handle the situation / incident in an appropriate manner.
4. Incidents of aggression and violence must be recorded on the appropriate forms and reported to the Head Teacher.

#### Staff Protection

1. Wherever possible staff should not try to restrain the child / young person’s physical movements by any form of person to person contact. Refer to “Physical Intervention and Dealing With Aggression and Violence” [Appendix 7](#) and “Operational / Procedural

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Points Relating to the use of Physical Restraint.” [Appendix 8](#). Any incidence of physical restraint must be recorded on the appropriate forms – refer to Head teacher.

2. Staff should be aware of their own vulnerability and wherever possible should not place themselves in a position of physical risk. Try to avoid this and have a witness where possible.
3. Staff should remain **calm** throughout the incident and adhere to methods recommended in the Individual’s Behaviour Management Programme, where appropriate.
4. Priority should be given to making the area safe for all concerned. This means:
  - Removing any potential missiles, sharp objects, etc.
  - Making sure they have a safe exit from the area.
  - Asking for assistance at the earliest opportunity, leaving the child / young person in the safest situation possible. (NB the child / young person should not have access to any other children and young people when left).
5. Verbal reasoning should be encouraged if this is in line with the Individual Behaviour Management Programme.
6. Members of staff are responsible for making themselves aware of and following children and young people’s Individual Behaviour Management Programmes as published.
7. Any discussion about behaviour of children or young people and / or their programmes should only take place with appropriate staff away from children / young people.

For further guidance see [Appendix 4](#) “Guidelines for Handling Difficult Behaviour. In cases when faced with extremely aggressive behaviour see the information on de-escalation / diffusion at [Appendix 13](#).

### REWARDS AND POSITIVE REINFORCEMENT

The positive aspects of praise and reward are powerful motivators and are used throughout the school day, in order to raise the self esteem of children and young people and thereby reinforce appropriate behaviour. The following strategies are used:

- Verbal praise
- Use of the “Special Moments” cards.
- Positive body language eg smiles, thumbs up
- Creating a safe and supportive environment, conducive to learning
- Stickers and merit charts (where appropriate)
- Awarding of certificates – both internally produced and externally accredited
- Celebration of achievement and recognition of effort - announcements during assemblies, displays of work, having achievements recognised and noted by key members of staff
- Sharing of achievements with parents via home / school diaries, letters, telephone, emails, reports, Annual Reviews

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- Press / Media interest and reports in the local press( when consent has been given)
- Rewards built into the school day as appropriate to the individual, eg extra swim, bike ride.
- Awarding of special responsibilities

### SANCTIONS

In cases where positive reinforcement is not effective some sanctions are permitted, but these are used only as a last resort and must be explained to those concerned. Any sanctions used must be recorded on the appropriate form and handed to the Head teacher See [Appendix 9](#) "Record of Sanction".

Examples of permitted sanctions:

- Removal from the group
- Loss of privileges
- Cleaning up any mess made
- Withholding participation in any school trips or sports events that are not an essential part of the curriculum
- Completion of assigned work or extra work
- Temporary isolation of child / young person from peer group, eg in a "chill zone"

NB: All such incidents are closely monitored and recorded on a physical intervention form.

**Sanctions will normally be used in line with an individual Behaviour Management Programme.**

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### PROHIBITED SANCTIONS

Punishments that are humiliating or degrading will not be used. The following sanctions / punishments will **never** be used:

- Corporal punishment, including hitting, punching, rough handling
- Deprivation of food or drink
- Enforced eating or drinking
- Prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline
- Requirement to wear distinctive or inappropriate clothing
- Use or withholding of medical or dental treatment
- Intentional deprivation of sleep
- Public humiliation of an individual child or young person
- Use of fines
- Intimate physical examination
- Withholding of any aids or equipment needed by a child

**\* Any use of sanctions viewed as prohibited will result in disciplinary action.**

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## APPENDICES

1. [Golden Guidelines](#)
2. [Individual Behaviour Management Programme](#)
3. [Behaviour Management Programme - Monitoring Form](#)
4. [Guidelines for Handling Difficult Behaviour](#)
5. [Key Stages to De-escalation](#)
6. [ABC Chart](#)
7. [Physical Intervention and Dealing with Aggression and Violence](#)
8. [Operational / Procedural Points Relating to the Use of Physical Restraint](#)
9. [Record of Sanction](#)
10. [Physical intervention form](#)
11. [Students Rights](#)
12. [Incident Report – Violent, Aggressive or Threatening Behaviour](#)
13. [De-escalation / Diffusion](#)

### 5 GOLDEN GUIDELINES

**Treat other people as you would like them to treat you.**

(**Respect** - Everyone has a right to respect and tolerance)

**Listen to the person you should be listening to.**

(**Communication** - Everyone has a right to speak and be heard)

**Be polite, well mannered and helpful.**

(**Accountability** - behaviour is personal but affects others. You are responsible for your own behaviour)

**Always try your best.**

(**Cooperation** - Achievement and learning is our goal. Try your best, be part of the team and do not be afraid to ask for or to offer help)

**Keep your hands, feet and unkind words to yourself.**

(**Safety** - Don't be physically or verbally aggressive)

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Appendix 2

## EXAMPLE OF A INDIVIDUAL BEHAVIOUR MANAGEMENT PROGRAMME FORM

Child / Young Person: \_\_\_\_\_ Commencement Date: \_\_\_\_\_

Review Date: \_\_\_\_\_ Date of initial discussion: \_\_\_\_\_

Staff present: \_\_\_\_\_

Date(s) Parent(s) informed: \_\_\_\_\_ Date Child / Young Person informed: \_\_\_\_\_

Date(s) Placing Authority informed: \_\_\_\_\_

**Child / Young Person's Comments:**

The following Individual Behaviour Management Programme will be used **ONLY** when dealing with incidents where the following anti-social / abusive behaviours are exhibited.

**Please remember our final aim is for the child or young person to exercise self-control.**

**Behaviour(s) that are causing concern:**

**Responses to be used by staff (including safety considerations):**

**Possible Rewards or Sanctions:**

**Key Staff (to be notified of incidents):**



### GUIDELINES FOR HANDLING DIFFICULT BEHAVIOUR

#### Diffusion and De-escalation

- a) Involve the children and young people in decisions about their care and about reasonable limits, appropriate to each child or young person's age and understanding.
- b) Teach by example - model respect for the children and young people and for each other in all areas of your work and language.
- c) Encourage good behaviour. Notice and respond when children are being helpful, constructive, friendly or just quiet and co-operative.
- d) Be consistent as far as you can, set consistent limits, to be carried out by all departments. Plan programmes with all concerned.
- e) Be clear. Children need to be aware of what is expected of them. Problems often occur when expectations are unclear or unreasonable.

#### When things are difficult:

##### DO

- a) Try and avoid head-on conflict. Try distraction or compromise - defuse the situation whenever you can and stop it escalating.
- b) Use the opportunity for the child to learn; try and teach a positive alternative to "bad" behaviour, ie. "let's do this" not "don't do that" - aiming to increase the child's own self control.
- c) Make a distinction between the child and their behaviour. You will go on caring for the child whatever they do - recognise that their behaviour is not a personal affront to you.
- d) Encourage children to find a way out of difficult situations - make sure the child has a way out of a confrontation without losing face.
- e) If you have to use sanctions make them immediate, fair and reasonable (these should be planned in advance). Do not store punishment up. Refer to list of permitted and prohibited sanctions and also to individual Behaviour Management Programmes.
- f) Recognise the child's feelings - it is probably unreasonable to kick or bite or scream, but it is not unreasonable to feel cross or unhappy: help children to find acceptable ways to express their feelings.
- g) Keep your own self control: get help, or walk away from a situation if you feel you are losing control.

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- h) Use physical intervention as a last resort. If a child is presenting a risk to himself or others, restrain him GENTLY for just long enough for him to calm down. Never use physical intervention as punishment. Do not leave a child alone when he / she is upset, unless you are sure they are safe.

### **DON'T**

- a) Don't go it alone: ask for help, ideas, advice or just talk things over with someone.
- b) Don't make threats you can't carry out.
- c) Don't smack or threaten to smack or use any physical punishment.
- d) Don't threaten to restrict children or young people's contact with family in any way.
- e) Don't inhibit a child's freedom of movement unless they or others are at risk.
- f) Don't use sarcasm or tease or belittle a child or young person into obeying you.

## KEY STAGES TO DE-ESCALATION

### Guidelines for dealing with situations when faced with extremely aggressive behaviour

#### 1) CALMING

Breathe deeply, move slowly, lower voice, and avoid audience

Body Language:

- I'm not scared of you, you don't need to be scared of me
- I won't punish you

Verbal Language:

- "I'm sure *we* can sort this out for *you*"

#### 2) REACHING

Show concern about their situation, empathise

"I'd be distressed, (hurt, angry, upset) if this happened to me"

You may feel angry / upset / hurt now, but I'm sure we can still talk to each other

#### 3) CONTROLLING

Give control back to the person: "*You* tell me what it is I can do"

Acknowledge feelings: "I understand this is stressful / upsetting for you."

"You let me know when you are ready to talk / leave..."

"Would you like time to think about.....?"

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## ABC CHART

Name.....

Date	Time	A Antecedent – What happened before target behaviour? (Include location, people present, interactions, etc.)	B Behaviour (What happened?)	C Consequence (What happened afterwards?)

### DAME HANNAH ROGERS SCHOOL

#### PHYSICAL INTERVENTION AND DEALING WITH AGGRESSION AND VIOLENCE

This practice guideline should be read alongside the following school documentation:

- Policy for physical contact with children and young people.
- Risk Assessment Policy and Practices
- Behaviour Management Policy [Appendix 4](#) “Guidelines for Handling Difficult Behaviour” and [Appendix 8](#) Operational / Procedural Points relating to the use of Physical Restraint”.

Staff should also consult with DoH and DfE guidance as appropriate.

It is good practice to talk through the intervention with the children or young person as a means of helping him / her to understand how staff are trying to offer support and guidance in times of emotional and behavioural views (unless their Behaviour Plan says otherwise).

Additional physical support to provide greater postural stability may be used for children and young people who have reduced control of their own bodies. For wheelchairs, this may include chest harnesses, foot straps or arm straps. These are used to provide stability and postural support for the children and young people as well as to ensure safety. Splints may be used following assessment by an orthotist.

Physical interventions used as part of a Behaviour Management Programme are discussed with children, young people, parents, staff and placing authorities.

The decision to use physical intervention must be fully documented following the completion of a risk assessment. It is vital that all necessary physical interventions are included in Behaviour Management Programmes.

Parents, relatives and members of the multi-disciplinary team should be issued with copies of all documentation relating to behaviour and physical intervention so that they have the opportunity to raise any questions or concerns.

The use of physical intervention which is likely to be legally defensible when it is required to prevent an individual child / young person:

- Injuring other children, staff or members of the public. This covers adults acting in self defence.
- Self injuring himself / herself.
- Damaging property.
- Presenting in school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its children and young people (this includes outings and activities outside of the school).

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If a child or young person becomes physically violent he / she would be removed from the immediate area physically by staff to ensure the child / young person's and other person's safety. At no time during this removal would the child / young person be physically harmed, as the staff would have knowledge of their physical condition. In some instances it is best for the other children and young people to be cleared from the immediate area, until the child / young person concerned has calmed down and can be approached by staff.

If the child or young person is physically damaging her / himself, staff may restrain the child / young person's arms in such a manner as to cause no physical harm, depending on the individual circumstances and the behaviour risk assessment.

In dealing with aggression and violence, the child / young person's individual behaviour management and physical intervention programme must be followed. This will ensure the safety not only of the perpetrator but also the other children and young people.

Each child or young person should have a risk assessment completed where there is a known history or predisposition to violence / unwanted behaviour. From this, staff can begin to develop appropriate intervention strategies to manage the individual child / young person's behaviour.

Where physical intervention may be considered a necessary part of an individual's Behaviour Management programme, the risks associated with the use of such approaches should be considered in order to maintain the person's safety.

Once the appropriate risk assessments are completed, it is important that all staff are aware of these and follow the guidance given.

It is important to remember that physical interventions are part of a number of different types of interventions classified under the wider title of 'restraint', all of which may be used in the management of potentially aggressive and violent individuals. In the broadest term, restraint has no legal definition but has been defined as:

The law and guidance in relation to Deprivation of Liberty has been reshaped by the Cheshire West judgment. Subsequent case law is being tested in relation to DoLS tests for those as young as 14 years of age. The Trust MCA Policy and associated documentation is to be accessed under guidance from the Head Teacher. (Mental Capacity and Best Interests Policy.)

Staff should also be aware that physical interventions form only a small part of the management of an individual who presents aggressive and violent behaviour. The cardinal principle is that all possible responses to aggression and violence should be considered. Where physical interventions are used they should be applied using the 'least restrictive and detrimental options' in other words:

"The least restrictive and detrimental intervention is used for the shortest period of time necessary to manage an incident or child / young person".

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Dame Hannah Rogers Trust does not teach, approve or condone the use of any holding skill that inflicts pain, discomfort or injury to children or young people. Indeed, any approach that relies on pain compliance or control is totally unacceptable. Staff using such approaches may be subject to disciplinary action.

Any violent or aggressive behaviour must be recorded on the appropriate incident form and taken to the Head Teacher who makes the necessary judgements and follow up decisions in relation to the events recorded / reported. It is recorded in the numbered Incident Log book.

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#### OPERATIONAL / PROCEDURAL POINTS RELATING TO THE USE OF PHYSICAL INTERVENTION

1. The circumstances and justification for using physical intervention must be recorded immediately.
2. Afterwards, the child should be counselled on why it was necessary to intervene. He / she should also be given the opportunity to put his / her side of the story.
3. The staff involved should discuss the incident with him / her within 24 hours.
4. A full report of every incident should be prepared within 24 hours and submitted by the staff involved to the Head Teacher.
5. Senior Managers are required to monitor every such incident and take any action indicated as per the standards and regulations.

#### Guidelines

- Always attempt to reduce rather than provoke aggressive action.
- Once a decision has been made to intervene, act swiftly and decisively.
- Ask other children / young people or people not involved in the use of physical intervention to leave the area quietly.
- When physical intervention is used, the incident must be accurately recorded on the appropriate forms and logged in the appropriate books.

**DAME HANNAH ROGERS SCHOOL  
RECORD OF SANCTION**

*Name of Child / Young Person* .....

*Date:* .....

*Time:*.....

*Place:* .....

*Details of Inappropriate Behaviour:* .....

.....  
.....  
.....

*Sanction Imposed:* .....

.....  
.....  
.....

*Name of staff giving sanction:* .....

*Names of other staff present:* .....

*Consequence of sanction:* .....

*Signature of staff:* .....

*Signature of Head teacher:* .....

<b>DAME HANNAH ROGERS SCHOOL PHYSICAL INTERVENTION FORM</b> <i>Refers to Incident Form No:</i>	
Name of young person:	
Date:	Time:
Location:	
Details of behaviour requiring use of physical intervention:	
Nature of physical intervention used:	
Duration of physical intervention:	
Name & Signature of staff member using PI:	
<i>Signature:</i>	
Names of others present:	
De-escalation techniques used before physical intervention:	

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Effectiveness and any consequences of the physical intervention:
Any injuries caused to or reported by the young person or others and any first aid administered:
Young person checked by nurse after physical intervention:
Young person's view of physical intervention and comment:
Consultation with staff and debrief:
Consultation with young person and debrief:
Signature of Head teacher:
Date:

### DAME HANNAH ROGERS SCHOOL

#### CHARTER OF CHILDREN / YOUNG PERSONS' RIGHTS - 2017

Whilst at Dame Hannah Rogers Trust, wherever the children / young person is, whoever the children / young person is, whatever the child / young person is doing, he / she has these fundamental rights.

#### **Being valued as an individual:**

- Being cared for and treated as unique
- Being talked to and about by their own name
- Being consistently cared for across all settings
- Being encouraged to be themselves
- Being given enough time to take part, to do things for themselves, to understand and be understood

#### **Being treated with dignity and respect means:**

- Being addressed with respect, never referred to or about as if they are their disability, or a piece of equipment nor finally as if they are hardly a child at all.
- Being involved in conversations, never being talked about as if they are not there.
- Having their privacy respected at all times and in all places.
- Having all information about the child or young person treated carefully, kept safe and shared only with those who need to know; never discussing the child or young person in the presence of another child / young person.
- Being given the best possible care that can be provided.
- Being actively encouraged to express the child or young person's views and where these cannot be taken into account, then told why.

#### **Being loved as an individual first means:**

- Having the same rights and choices and as far as possible the same kind of life as other children / young people of their age.
- Consistent care from staff who really care about the child / young person and know him / her well.
- Having access to communication equipment at all times and being listened to and heard when they need to communicate, even if it takes a long time and even if they are not easy to understand.
- Being given information about what is happening **before it happens**, being given explanations before they occur.
- Being given the opportunity to play.

#### **Being safe means:**

- Not being exposed to unnecessary risks.
- Being protected from abuse.

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- Physical abuse includes any physical punishment or unnecessary rough handling. Emotional abuse includes malicious teasing and taunting, unjustifiable ignoring the child/young person, controlling the child/young person through fear, shaming or humiliating the child/young person or deliberately misinterpreting their communication.
- Sexual abuse include any sexual act or contact with the child/young person.
- Knowing that individuals have all these rights all the time they are at Dame Hannah Rogers Trust and that they are only denied with good cause.
- Knowing that all of the important adults in the child / young person's life are aware of these basic rights and that the individual is clear about what he / she can do if these rights are infringed or not respected.



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INVESTIGATION (to be completed by line manager)

LESSONS LEARNT /KEY FACTORS /ACTION PLAN

POTENTIAL FUTURE RISK OF HARM

Risk Matrix	Minor 1	Serious 2	Reportable 3	Major 4	Catastrophic 5
Frequent 5	5	10	15	20	25
Probable 4	4	8	12	16	20
Occasional 3	3	6	9	12	15
Improbable 2	2	4	6	8	10
Remote 1	1	2	3	4	5

**Red:** high risk activity.  
Activity must not be carried out.

**High Amber -**  
Need to discuss at an MDT

**Amber:** medium risk that  
Has been reduced to as low  
As reasonably practical

**Green:** acceptable low risk  
activity

DEGREE OF RESIDUAL RISK SCORE:

OUTCOME FOR THE CHILD

SIGNED:

DATE AND TIME:

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<b>MANAGEMENT ACTIONS</b>					
Does this incident prompt a policy review:					
Does this incident prompt a risk assessment review					
Change to Documents					
Does this incident prompt an Ofsted notification:					
Does this incident require Social worker to be informed:					
Does this incident require any other agency involvement:					
<b>RELEVANT BODIES INFORMED/REFERRALS MADE:</b>					
Police Contacted:		Date contacted:		Police Log number:	
Ofsted notification:		Date of notification:		Notification Ref:	
Local authority informed:		Date informed:		Name of person informed:	
Parent/Carer informed:		Date informed:		Relationship to person:	
<b>MANAGEMENT INCIDENT SIGN OFF SECTION ONLY</b>					
Manager:		Position:		Date:	
<b>RECORD OF EXTERNAL BODY &amp; ANY RELEVANT ADVICE GIVEN:</b>					
Manager:		Position:		Date:	

### CONTROLS ASSURANCE (NO BLAME) STATEMENT

It is the policy of Dame Hannah Rogers Trust to encourage the reporting of incidents in respect of effective risk awareness and controls management. Therefore the completion of this form will not on its own, lead to disciplinary action except where acts or omissions are negligent, malicious, criminal or constitute misconduct



### DE-ESCALATION / DIFFUSION

Hannah's School is committed to the positive handling approach advocated by de-escalation and diffusion techniques at the appropriate level, as a means of behavioural management.

The ethos behind this influences our attitude as a school, to physical intervention as a last resort and to diversion and de-escalation as a means of avoiding the need for embarking upon any form of physical intervention.

The training encourages staff to think about a broad spectrum of risk reduction strategies including guidance, management of the environment, diversion, diffusion and de-escalation as means of reducing the need for any form of physical intervention.

At Hannah's School we feel it is important to encourage all staff to view behaviour as a means of communication which if not understood may result in frustration and frustration related behaviours. If these behaviours or triggers can be identified early then staff will often be able to diffuse the situation before it escalates into a situation requiring any form of physical intervention.

The Dame Hannah Rogers Trust is committed to providing the necessary training to key staff initially and extending this training throughout the establishment through its rolling programme of training.

The training can be delivered in a flexible programme allowing for the level of risk in the behaviour of each individual young person.

Staff access training at:

- induction
- Trust training day
- refresher programmes
- as extended skills sessions if required by the "team around the child" approach

The training provider is:

Jo Coulson of Jo Coulson Training Ltd who has long professional experience in the field of behaviour management with both young people and adults.

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## AMENDMENT RECORD AND REVISION HISTORY

Procedures are reviewed annually to ensure relevance to the system and processes.

A record of contextual additions or omissions is given below.

Date	Page	Addition or Omission	Context	Initial	Version

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In Confidence

Subject:	<b>Behaviour and Discipline Policy</b>		Author:	Jason Ryder	
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