



The Holden
School

Promoting Good Behaviour & Discipline Policy

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Contents

1.	Statement of Principles, Values, Aims and Objectives
2.	Principles and Values that Underpin this Policy
3.	The Objectives of this Policy 3.1 Review
4.	Head of Service Responsibilities and the Legislative Framework
5.	Creating a Positive and Structured Environment
6.	Relationships
7.	Challenging Behaviour and Children and Young People with Social, Emotional, Mental Health and Communication Difficulties (SEMH/ASC)
8.	Pastoral and Pupil Support
9.	The Use of Restrictive Physical Interventions at The Holden School 9.1 Safe space/sensory rooms: 9.2 Pupil Passports: 9.3 Post incident support (staff/student): 9.4 Complaints:
10.	Rewards and Sanctions Statement
11.	Positive Behaviour Re-enforcement System and Sanctions
12.	Expected Standards of Behaviour

1. Statement of Principles, Values, Aims and Objectives

At the Holden School we aim to promote positive social, emotional and behavioural change in our children and young people through a supportive, consistent therapeutic approach across education, based on the needs of our children and young people. Our Positive Behaviour Recognition Approach is based on holistic person-centered psychotherapeutic approach to the development of our children and young people based on current theories and effective, evidence based, methods of teaching.

The Holden School admits vulnerable children and young people who experience significant barriers to learning due to severe and complex learning difficulties and disabilities, autistic spectrum condition, associated medical and health needs and mental health needs.

Many of our children and young people exhibit and display behaviours that act as barriers to learning and inclusion. An integral part of our holistic strategies is to overcome these barriers. We aim to provide a consistent, supportive and well supervised environment where children and young people feel safe and secure and reach their potential through building positive relationships.

2. Principles and Values that Underpin this Policy

The policy, practice and procedures aim to reflect and demonstrate the importance of the school's commitment to promoting the entitlement of children and young people to the highest quality of education, care, health and therapy. The philosophy and ethos of the school reflects acceptance and respect for all children and young people irrespective of their age, sex, religion, disability, ethnicity, sexual orientation, gender identity and gender re-assignment or immigration status and includes a clear set of values that are seen to be important within the school and wider community. They are as follows:

- To value each other and our community
- To listen to each other and ask for help when we need it
- The promotion of mutual respect, acceptance, trust and honesty
- To develop and encourage self-confidence, self-worth, self-discipline and ultimately independence
- To proactively manage and de-escalate challenging and unacceptable behaviours
- To implement holistic, integrative and consistent approaches which promote positive behaviour; develop children and young people's understanding of self and manage behaviour fairly, effectively and encourage young people to achieve their potential
- To promote the development of independent regulation and positive occupations
- To establish and consistently apply clear and obvious boundaries, to ensure children and young people's safety, security and well-being
- To work in partnership with all stakeholders, to promote positive behaviour

- To apply rules reasonably and fairly, to use none-punitive sanctions effectively and proportionately in relation to the age, needs and ability of the child or young person, or any religious requirements affecting them
- To develop and reinforce the principles of good citizenship, including the fundamentals of British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance for of those with different faiths and beliefs
- Corporal punishment is illegal in all circumstances

3. The Objectives of this Policy

- To set out clearly how our principles and values can be translated into effective everyday actions
- To provide clear guidance and support to all staff
- For staff to provide leadership and positive role models to children and young people
- To promote good behaviour and make positive change for our children and young people, setting them clear and achievable goals
- To expect the highest standards of educational attainment and achievement, through the development of acceptable standards of behaviour and conduct
- Children and young people should be assisted to show respect, tolerance, empathy and understanding and to demonstrate through their daily actions, a clear understanding of what is right and wrong
- To help children and young people to work with the knowledge of their rights, and be encouraged to recognise and respond to their responsibilities
- To develop and implement, coordinated and cohesive practices and procedures between home and school
- To regulate the behaviour and conduct of children and young people
- To reduce the risk/likelihood of bullying
- To comply with the standards

This statement should be read alongside key policies;

- Curriculum
- Teaching and learning, including SMSC
- Safeguarding
- Anti-bullying
- Equality and diversity
- Health and Safety, e.g. risk assessments, first aid and educational visits

3.1 Review

This policy is subject to annual review.

4. Headteacher Responsibilities and the Legislative Framework

The Headteacher of The Holden School will set out measures in the Good Behaviour and Discipline Policy, which consider the principles, values and objectives identified above and act within the legislative framework. The Headteacher must decide on the standards of behaviour expected and strategies to promote positive behaviour, and determine the rules and any disciplinary penalties for breaking them. The Headteacher will also consider measures and strategies to manage the following;

- All education staff have the power to discipline children and young people which occurs in school and in some circumstances out of school. e.g. transport and educational visits
- The screening and searching of children and young people
- The power to discipline, use reasonable force and other physical contact
- When to work with other local agencies to assess the needs of children and young people who display continuous disruptive behaviour
- To have in place an effective Safeguarding policy and procedures
- To have in place an effective anti-bullying policy
- To publish annually the Good Behaviour and Discipline Policy to Parents and Staff
- Support and pastoral care for staff accused of misconduct
- Clear guidance to all staff with regards their responsibilities to manage children and young people positively and have the power to discipline where children and young people behave inappropriately either in or outside school

The legislative framework, Head of Services are required to consider;

- The Children's Act 1989
- Education Act 2011
- Education and Inspection Act 2006 Section 90 and 91
- The Education Act 2002, Section 175
- Education (Independent School Standards) (England) Regulations 2010 (Amended) (England) Regulations 2014
- EU Convention on the Rights of the Child 1989
- Equality Act 2010
- The Human Rights Act (1998)

- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders July 2002
- OFSTED Summary Report – Managing Challenging Behaviour (2005)
- DfES Guidance The Use of Force to Control or Restrain Pupils 2007
- DfES Guidance on Use of Reasonable Force (July 2013)
- DfE Advice for Headteachers and School Staff; Behaviour & Discipline in Schools (2016)
- Independent School Standards (2014)
- DfE ‘Working together to safeguard children’ 2015 and ‘Keeping Children Safe in Education’ 2019

5. Creating a Positive and Structured Environment

The principle function of The Holden School is to provide a safe, secure and caring environment where expectations and achievements are high and children and young people realise their full potential in all areas of their development; academic, physical, emotional, spiritual, moral, social and independence. In order to create an environment in which children and young people feel safe and secure and in which there is an ethos of achievement through endeavor, it is essential that there is nurture, care and support balanced with consistent order and discipline. Children and young people through the School Council should play an active part in the review of the Behaviour Policy.

We aim to promote politeness, courtesy and respect between all members of the The Holden School community, adults and children.

Whilst the principles and procedures contained in this policy document will be applied equally to all children and young people, each student at The Holden School is an individual and will be at different stages of intellectual, physical, social, emotional and moral development. We will therefore use rewards, natural consequences and positive behaviour recognition system as appropriate to the unique individual needs of each student. This reflects the whole ethos of the school in treating children and young people as individuals and tailoring our work to meet individual needs through Pupil Passports, Wellbeing plans and All About Me’s.

The main emphasis at The Holden School is not on making and enforcing rules but rather on creating an ethos of respect and consideration for others and an environment where people help and support each other. Where rules are in place they are designed to promote a positive teaching and learning environment; to ensure health, happiness and safety of the children and young people; or are related to consideration for themselves and others.

Staff will positively intervene, applying a range of supportive strategies, use of natural consequences or sanctions in circumstances where a young person's behaviour is likely to prejudice a positive teaching and learning environment; the health and safety of the children and young people and adults; or show lack of consideration for others and impact on their learning.

The school primarily seeks to create a warm and caring environment where children and young people learn to trust adults. In order to provide security for individuals and the school to promote personal development, children and young people need to develop an appreciation of the limits on their behaviour set by society and their community.

Children and young people need support and alternative communication strategies to understand the implications for breaching these rules. A clear framework of authority facilitates the development of inner self-discipline and maturity. As maturity or responses develops a greater diversity of trust, independence and autonomy should be possible. Informed choices are more probable. A carefully structured environment is fundamental in bringing this about.

Well planned teaching and learning should encourage acceptable behaviour within a formal learning situation, facilitating achievement and raising children and young people's self-esteem and self-confidence.

6. Relationships

The principle reward and encouragement for any student is the positive attention and frequent expression of approval and support by the adults around them. The progress and development of children and young people principally rely on the positive relationships they develop with significant adults in their lives. The Holden School encourages positive behaviour through a mixture of high expectations, clear policy, the positive behavior recognition system across the school environment and an ethos which fosters discipline and mutual respect between children and young people, and between staff and children and young people.

Children and young people will test and challenge relationships, therefore adults responsible for them require the ability to sensitively, firmly and confidently manage the adult/student relationship. Empathy, trust and consistency are all important in building relationships and influencing children and young people in making appropriate choices about their life and development.

Equally important is the expectations adults have of children and young people, which should be regularly explained and reinforced, in relation to their behaviour, learning, personal and social development.

Target setting is a useful tool to involve the student, develop their understanding and facilitate positive engagement. Adults need to assess and evaluate the developmental phase the student is functioning at to communicate, rationalise and provide guidance through the relationship to move the student on in developing social responsibility. Students are aware of their targets they are working towards and these are discussed daily in class.

7. Challenging Behaviour and Children and young people with Social, Emotional, Mental Health and Communication Difficulties and Disabilities (SEMH/ASC)

Children and young people with social, emotional, mental health and communication (SEMH/ASC) needs are statistically more likely to exhibit behaviours which challenge those around them and the settings which educate and care for them. One of the reasons for this is that these children and young people generally experience much greater difficulty in expressing their feelings, needs and choices.

The Holden School adopts the following general approaches to reduce the likelihood of such behaviours occurring or developing:

- Teaching and learning that at least is consistently good
- Teaching and learning that is relevant, differentiated to meet the needs, aptitudes and abilities of the children and young people
- Communication schedules and alternative communication strategies used across the school in line with recommendations from a Speech and Language Therapist
- The opportunity to make meaningful choices, though limited to not overload for frequent breaks from formal learning
- Careful attention to physical, independence, sensory and emotional needs in line with recommendations from an Occupational Therapist
- Experiences and activities which are appropriately stimulating
- Careful management of the environment, including the setting conditions and triggers for behaviours including encouraging a low arousal environment
- Warm and caring relationships with adults and their influence and impact
- Structure, predictability and consistency in daily routines
- Clear and explicit boundaries and rules within the learning environment through none negotiable and negotiable boundaries
- Regular explanation of the school rules and expectations
- Clear warnings to student that their behaviour is a cause of concern
- Use of 5 and 10 minute reflective interventions following negative behaviours that are not acceptable according to the school

- Restorative justice and collaborative decision making between staff and student to look at altering negative behaviours
- The use of the Positive Behaviour Recognition System across the school environment
- The use of the ALERT programme visuals and language used across the school to encourage development from mutual to independent emotional regulation.
- Rewards and sanctions consistently and fairly applied in line with the policy, and where relevant to the S.E.N of children and young people

Children and young people and staff are supported in managing and reducing challenging behaviour by the Pastoral and Therapy Teams, including therapists from the OFG Hub, Pastoral Lead, Assistant Pastoral Managers and CPI physical intervention trainers. The work of the staff team is co-ordinated through the Senior Leadership Team, and is subject to regular review and monitoring.

8. Pastoral and Pupil Support

The School endeavours to provide support for students and their families that enables them to achieve academically, socially and personally. Systems of support include The Pastoral Lead, Assistant Pastoral Managers, Pupil Support Mentors and the Designated Safeguarding Lead. Pastoral support can also take the shape of home/school agreements or specific pupil support plans, with a clear focus on improving particular aspects of a children and young people behaviour. Home/school liaison is a key feature in promoting consistency of approaches, parental support and agreed actions. Phone calls are completed by class leads following any occurrence of physical intervention, negative behaviour and positive feedback to maintain good relationships with families.

Where identified, students will have access to assessment and intervention to support therapeutic needs identified within their Educational and Health Care Plan by an Occupational Therapist, Speech and Language Therapist and Psychotherapist. Health and Well-being support is provided through universal strategies including the use of the ALERT programme for emotional regulation. Enhanced support is offered by Pastoral staff, Pupil Support Mentors and Therapy Assistants with the guidance of the therapists and specialist therapy can be provided if deemed required by a therapist. Therapists will aim to re-evaluate need on a yearly basis with therapeutic goals monitored throughout the academic year in line with Individualised Learning Plan (ILP) reviews.

Where identified, individual support is provided consistently by Pupil Support Mentors, Thrive Practitioners, Theraplay practitioners and Learning Support Assistants. Team around the student meetings will consider and incorporate all professional views from within the school, involve the student and their parents/carers and review all data and reports, before revising targets and actions.

When the school considers whether the behaviour under review gives cause to suspect that a student is suffering, or is likely to suffer, significant harm the school staff should follow the schools safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

9. The Use of Restrictive Physical Intervention (RPI) at The Holden School

Many of the children and young people at The Holden School display a variety of challenging behaviours which result in a range of strategies, including physical interventions being used in order to reduce risk. Staff are encouraged to adopt different methods of de-escalation via appropriate training and the promotion of positive relationships throughout the school. By doing this we wish to create an environment whereby all parties are kept safe but that also encourages children and young people to be involved in the process of being reflective about their behaviours.

The organisation uses Management of Actual or Potential Aggression (Pivitol MAPA) as a preferred method of disengagements as approved by The Crisis Prevention Institute. The three types of a disengagement as stated by Pivitol MAPA are low, medium and high disengagement.

Disengagements involve a range of techniques according to the level of risk they are presenting to themselves or others. At the Holden School the use of disengagements is always used as a last resort (unless otherwise stated in a Pupil Wellbeing Plan) where other means of de-escalation are unsuccessful and where the degree of risk has been appropriately assessed. The use of disengagements as a strategy in event of a situation that involves elevated risk will always be determined in reference to:

- The seriousness of the incident
- The relative risks arising from using a physical intervention compared to an alternative strategy.
- The age, needs, culture, background, gender, stature and medical history of the student
- The student's response to previous RPI if engaged in such strategy
- The students therapeutic needs and the risk of impact
- The application of increasing or decreasing force in response to the children and young people behaviour.

All of the above would be considered through Individual Pupil Risk Assessment and Pupil Passport, or changes to legislation.

Staff Authorisation to use restrictive physical intervention/staff training:

The Holden School recognises that as employers we are responsible for ensuring that staff receive training, which is inclusive of updates and refresher courses appropriate to their role

and responsibility. All staff working directly with children and young people at The Holden School will receive training in de-escalation and disengagements techniques. The adopted method chosen by the organisation is that of 'MAPA'. This is a framework that encompasses a range of approaches and methods to manage challenging behaviour. By using MAPA we ensure that the positive handling strategies used with the young people have sufficient range and flexibility to be appropriate across the age and development range. Training provided by on site tutors enables the staff group as a whole to feel more confident and competent in their management of challenging behaviour and to reflect on the use of de-escalation with the view to always use disengagements as last resort strategy. The school aims to promote the least intrusive positive handling strategies with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before physical intervention strategies are used (unless otherwise stated in a Pupil Wellbeing Plan). Through regular training on an annual basis staff are provided with open forums to discuss and develop their practice. The school sustains an in-house team of trainers at Intermediate and advanced level which meets all its training and support needs. Pivotal MAPA techniques seek to avoid injury to the service user but whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of insuring that the service user remains safe.

Justifications to use Disengagements:

As a general rule nobody has the right to touch, move, hold or contain another person, however the staff at The Holden School act within exceptional circumstances and operate within a higher duty of care due to the needs of each individual, therefore we set out to clearly define the justifications by which the staff are to use restrictive physical intervention in order to maintain appropriate practise.

The staff will work within the following parameters:

- *They should be clear about why the action they took was NECESSARY.*
- *They should be able to show that any actions taken were in the young person's BEST INTEREST and that actions were REASONABLE AND PROPORTIONATE.*

Physical Intervention can be used for a number of positive outcomes:

- *To prevent injury to self or other children*
- *To prevent injury to staff members or any other person*
- *To prevent serious damage to property or to prevent a criminal offence from occurring*

The above justifications are applied both in care and education settings, however in education intervention can also be applied in the following instance:

- *Any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its students.*

It is important to note that behavioural strategies such as ‘withdrawal’, ‘seclusion’ and ‘time out’ can be viewed as forms of physical intervention. These are defined as followed;

- Withdrawal-involves removing a child or young person from a situation which causes anxiety or distress to a location where they can be continuously supported until they are ready to resume their activities
- Time out - involves restricting access to reinforcement as part of a planned behavioural programme, in consultation with the organisations psychotherapy service
- Seclusion-involves a child or young person being forced to spend time alone against their will. **(The Holden School does not make use of seclusion as a planned response to behaviour management at any time)**

It is an expectation that all staff will employ the following assessment of risk when making the decision to physically intervene:

1 – Assess

Identify hazards and people likely to come into contact with them

2 – Reduce

Control the environment, issue clear guidance, provide training with a gradual and graded approach and change working practices to reduce exposure

3 – Communicate –Behaviour Support Plan

De-escalation:

Through Pivitol MAPA staff are encouraged to adopt a range of de-escalation techniques in order to avoid RPI. These can include:

- **Use of space**
- **Changes to the environment**
- **Planned positive distraction**
- **Verbal and/or visual advice/support**
- **Tactical Ignoring**

All of the strategies are encouraged in order to use disengagement as a last resort and more details on these techniques can be found within the Pivitol MAPA manual and in the schools behaviour policy.

9.1. Safe space:

As part of other de-escalation strategies, we have a number of ‘Safe space/Fort Able Rooms’ in school in order to support young people in managing their behaviour. These are spaces specifically designed in order to create an environment where young people can go to in a time of heightened anxiety or distress. The emphasis of these rooms or spaces is to provide a safe place with low distraction/low stimulus in order to aid the recovery process.

When a young person is using a breakout room or space they are always monitored and supported by a member of the staffing team. If a young person wishes to have time alone in order to help them recover or self-reflect the staff will keep a discreet distance so that

supervision can be maintained at all times. The young people are never left completely alone and will never be left in a room on their own.

Safe spaces are identified for students on an individual basis during the transition to The Holden School, with the help of the student, designated educational team and Pastoral Team. If a student wishes to utilise alternative areas as safe spaces these will be reviewed on an individual basis. All staff at The Holden School are responsible for the completion of Fort Able's and All About Me's with students during the first transition weeks. Staff are responsible to update these frequently and to complete rehearsals of using safe spaces with the students.

9.2. Pupil Passports:

At The Holden School we acknowledge that children and young people may display a variety of challenging behaviours including physical aggression or self-abusing behaviour, however we aim to be as proactive as we can in managing this and attempt to anticipate these possibilities and take action to reduce the likelihood that they will occur. Behaviour management planning for each young person at The Holden School is an integral part of our personalised approach and we encourage multi-disciplinary working in order to achieve the best outcomes for all children and young people. Input is provided from care and education, as well as our Therapy Hub team, comprising of Well-being Coordinator, Occupational Therapist, Psychotherapist and Speech and Language Therapist. Plans outline behaviours which may be exhibited by young people, triggers/settings for behaviours, de-escalation strategies and planned responses, disengagement techniques most effective/appropriate to the individual as well as specific techniques which would not be appropriate to use (whether this may be due to historical disclosure or a medical condition). The Holden School ensure, where possible, that children and young people are actively involved in the process of creating an individualised plan which encourages opportunity for them to own their behaviour and to develop their own strategies to improve behaviour.

The Holden School has a protocol for the reporting of incidents of any physical intervention that all staff are involved in. The school incident reporting system allows SLT and Assistant Pastoral Managers to monitor and evaluate incidents regularly with a consistent approach. All of the staff are supported in incident recording and reporting throughout day to day practise and also via training provided by Pivitol MAPA Instructors.

Through consistently monitoring the use of disengagements we can inform practise throughout the organisation and use information to assist in planning for change and achieving the desired outcome of reduced levels of disengagements.

The process of monitoring involves capturing key data electronically which can be assessed to form patterns and trends to inform evaluations. This in turn can form a basis for rationalising Pupil Support Plans and enhanced therapeutic timetables.

9.3 Post incident support (staff/student):

Any challenging behaviour that may occur within The Holden School can often be a result of a breakdown in communication. All Staff involved in supporting the children on a day to day basis should always aim to understand what function the behaviour serves and support and encourage the individual to learn more socially acceptable ways of expressing their need for help and support. Staff are encouraged to reflect on the functions of behaviour including sensory, escape, tangible and attention.

Staff and young people are offered the opportunity to discuss and review instances of disengagement through a de-brief system. The organisation encourages all involved to participate in this process as we value the support this exchange can offer both the staff and the young people. This may include dialogue in respect to re-establishing relationships, building relationships and assessing the effectiveness of RPI etc. Class teams complete staff de-briefs with any staff member involved and with students involved in reflective practice. If a student's behaviour has had to be managed through physical intervention for their or others' safety, the student must complete a 10 minute reflective piece with a staff member during the next immediate 10 minute timetable break. This is a reflective collaboration to look at student's view of what happened, staff view of what happened and how the student and staff member can work together to reduce the chance of this happening again. This time is also used to debrief the student to support their wellbeing post incident. Through Pivotal MAPA training and on-going supports from the Tutors staff are encouraged to adopt the following process when offering de-brief:

- **Hear** - To listen to all sides of the story first.
- **Explain** - Discuss the reasons behind why staff took the action they did in order to improve relationships.
- **Link** - To show how feelings can often drive behaviours.
- **Plan** – Use the session to work together to find better ways of dealing with arising problems.

Staff may also use the **PIL** (Post Incident Learning) App with students to enable them to reflect on any incidents and their behaviour choices. This is to support students that may not want to engage in conversation with staff post incident or use alternative means of communication to verbal communication.

Ultimately de-brief offers the opportunity for reparation and reflection helping to inform future decision making and planning. Any discussions will be recorded as appropriate on the RPI form and, if required, will be followed up by a senior member of staff. Onsite support is aided by staff trained in counselling skills that can have further input should young people/staff feel they need further assistance.

9.4 Complaints:

Following a disengagement incident or any positive behaviour management strategy all young people have the opportunity to make a complaint should they wish to do so. This can either be raised during a de-brief session or after the incident with a member of staff that the young person feels comfortable with. The Holden School has a complaints policy that young people are informed of when they first arrive and can be directed to in order to aid them with staff support to view their feelings. All young people will be supported to make a complaint via the appropriate procedure and all efforts will be made to resolve any arising issues.

10. Rewards and Sanctions Statement

Rewards and Sanctions form part of the School's Behaviour Policy practices and procedures. Rewards should reinforce positive behaviour or recognise a good achievement across all learning environments. Sanctions should be applied when seen fit by staff members, if the use of the Positive Behaviour Recognition System has not been recognised by the student on multiple occasions resulting in continued inappropriate behaviour.

Giving rewards is one way of giving feedback on how well children and young people are doing. We all like rewards! Letting children and young people know they are doing well should happen a lot and rewards are part of this. Here is a list of ideas that are used at The Holden School (the list is not exhaustive):

- Verbal praise
- Positive Points & Dojo's
- Weekly assembly celebration of success
- Holden Shop for reimbursement of money earned from positive point collection
- Head Teachers award
- Class of the week award where the class looks after our school mascot bear
- Trips
- Extra responsibilities including prefect
- Positive time with individual staff
- Supporting other children and young people
- Tokens, stars, badges and commendations
- Time on the computer
- Having a story read to you
- Positive phone calls home at least once fortnightly from class teacher
- First choice of reward activities at golden time
- Positive letters/postcards home
- Positive feedback on young person's work

Where rewards are material items it is a good idea not to over-use them as this can reduce their effectiveness.

11. Sanctions and The Positive Behaviour Recognition System (PBRs)

Sometimes things don't go well and people do things they shouldn't. It needs to be very clear what will happen if this occurs and all the adults have a consistent approach, so if these things happen these will be the sanctions. Sanctions need to be carefully monitored to determine their effectiveness.

As part of the therapeutic curriculum at The Holden School sanctions are used sparingly, with the use of the positive behaviour recognition system used alternatively. The system encourages students to engage in positive behaviours that reflect self-governance/regulation throughout the school day. The multiple stages of the system are used throughout individual lessons and recreational times, with teachers and learning support

assistants moving the student up or down the system dependent on behaviour, engagement and attitude to lessons. Within each lesson a student will be given a clear instruction for opportunity to work up the system to self-governance by showing self-regulation for a short period. Negative behaviours are not sanctioned within the system if the student is able to engage with help from staff to achieve self-regulation and reflection after the incident.

The age, needs, capacity and abilities of the young person should be considered when applying natural consequences. Staff must act reasonably, fairly, consistently and proportionately when administering a consequence. Staff should also evaluate the risks or special circumstances when administering a consequence. The following consequence can be applied by all teaching staff within the school:

- Verbal reprimand/correction
- Restorative justice
- Loss of technology (if negative behaviour was related to use of technology)
- Completion of 5/10 minute reflective intervention
- Daily monitoring of behaviour
- Catch-up with missed or incomplete work (missed learning to be completed as part of Golden Time)
- Loss of privileges (1st Options choice)

For the more serious sanctions an accurate record should be kept in the sanctions log. The staff are required to consult with a member of the senior leadership team before recommending and administering

For example;

- Ban from offsite provisions including swimming
- Fines relating to damage
- In school exclusion (not directly in the classroom)
- In more extreme circumstances the school may use temporary or permanent exclusions

12 Expected Standards of Student Behaviour

The Holden School will provide clear behaviour guidelines to Children and young people and Parents, with regards the Schools expectations. The school sets high standards of behaviour from children and young people both in and out of school, the following is a code of conduct for children and young people;

- Children and young people are expected to be polite, respectful and use appropriate language at all times with staff, other children and young people and visitors
- Children and young people are expected to cooperate and comply with staff requests, guidance and instructions
- Children and young people are expected to engage positively in all lessons, completing set work and requesting support appropriately

- Children and young people are expected to achieve their potential and apply themselves across all aspects of the curriculum
- Children and Young people are expected to engage with assessment and intervention lead by the Hub therapists
- Children and young people are expected to cooperate and comply with Health and Safety requirements e.g. the wearing of protective clothing in Science, DT and Vocational Education lessons
- Children and young people are expected to cooperate and comply with the School dress code
- Children and young people are expected to cooperate and comply with the schools' policies and procedures on mobile phones, smoking, the use of the internet, weapons and drugs
- Children and young people are expected to uphold the good reputation of the school
- Children and young people are expected to behave appropriately and engage with staff and the active positively during unstructured times of the day, after school clubs, educational visits and in the local community
- Children and young people are expected to refrain from any acts of intimidation, threats or acts of aggression towards other children and young people, visitors, members of the public and staff.
- Children and young people are expected to cooperate and comply with the Equality and Diversity Act 2010, which stipulates that all members of the school community respect SEN, religious faith and beliefs, race/ethnicity, sexual orientation, gender and immigration status