

Local Procedure Title	Positive behaviour management and support
Service	Clay Hill and Home Farm School
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Local Procedure Author(s)	Joe Joyce
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<p>1. Introduction</p> <p>It is widely accepted that behaviour, whether positive or negative, is a form of communication. At Clay Hill and Home Farm School our focus is on the creation, building and maintaining of a pro-active behaviour management approach, where the nature of the school environment as well as the positive relationships between staff and pupils, enables pupils to learn and adopt a variety of strategies to effectively and positively communicate or react to a behavioural trigger.</p> <p>Clay Hill and Home Farm School aim to use the learning environment, atmosphere and curriculum to engage pupils in their education. Clay Hill and Home Farm School insist that staff adopt and follow a consistent approach to ensuring the standards of our school code of conduct whilst also having the skill level, through CPD, to be reflective and flexible in their practice to create the optimum atmosphere for positive behaviour and engagement.</p> <p>A whole-school behavioural approach, underpinned by the principles of PBS (Positive Behaviour Support) is a pre-requisite in creating the optimum learning environment for our pupils. Pupils who attend Clay Hill and Home Farm School have a wide range of behaviours that require both short term and long term solutions. Providing this balance, whilst ensuring pupils are able to access learning to achieve the best outcomes, is a challenge. Pro-active prevention planning, at various levels, is a critical element of this process.</p> <p>Essentially, Clay Hill and Home Farm School ensure that staff are trained in forefront thinking of behaviour management, and understand through professional development that the relationships they build and the safety and consistency they provide is the key to improving outcomes for the pupils.</p> <p>Behaviour for learning – Clay Hill and Home Farm School do not focus on what behaviours are not to be seen. Clay Hill and Home Farm School focus on modelling and praising behaviours which are conducive to learning. Clay Hill and Home Farm School staff create a safe environment for our pupils. This is achieved through consistency of approach and in reinforcement of expectations and non-negotiables. This is also achieved in the flexible way in which behavioural incidents are addressed. Demonstrating that a matter will be dealt with but doing so through effective restorative practice and a focus on consequences rather than sanction or punishment.</p> <p>The flexibility of thought and reflective and professional practice of staff at Clay Hill and Home Farm School is essential in understanding the profile of our pupils and remembering when managing behavior, that those who need the most love and understanding, ask for it in the most unloving of ways.</p>
<p>2. Key Principles</p> <p>Staff at Clay Hill and Home Farm School understand the importance of:</p> <ul style="list-style-type: none"> • Supporting the development of pupils social, emotional and behavioural needs. • Restorative practice to problem solve and build positive working relationships. • Use of prevention and pro-active planning to reduce disruption and stress for pupils. • Consistency, fairness, inclusion and reflection. • All staff have corporate responsibility for positive behaviour management. • Focus on reinforcing acceptable behaviours rather than stating unacceptable ones. • Classroom environments where pupils want to learn and make progress. • Modelling positive behaviours. • Pupils accept the schools code of conduct because it is consistently and justly applied, and shown to be reasonable, sensitive and effective.
<p>3. Promoting Good Behaviour</p> <p>Clay Hill and Home Farm School ensures positive behaviour for learning by:</p>

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- Promoting mutual respect and empathy through effective restorative practice.
- Ensuring a clear and consistently applied set of rewards based upon our school values.
- Pupils are encouraged to be: Creative, Resilient, Independent, showing Teamwork and Aspiration.
- Setting consistent and clear high expectations which focus on positive behaviours.
- Anticipating triggers and environments which may lead to negative behaviour choices and ensure steps are taken to divert.
- Pupils are aware of the structure of their day and if anything will be different to the usual routine.
- Teachers meeting pupils at their classroom door at the start of lessons.
- Teachers ensuring ALL pupils fully understand what is expected of them in the lesson.
- Training all staff in positive behaviour management so ALL staff have responsibility for managing behaviour.
- Pupils being supervised at all times.
- Pupils making personal progress, through staff support, to develop self-discipline and take responsibility for their own choices and actions.
- Staff respond to incidents in an effective, considered and calm manner.
- Staff reading and learning about each pupil individually; their triggers, past experiences and what may help them feel safe and ready to learn.
- Lessons are engaging and provide both support and challenge for pupils.
- Staff model positive and appropriate behaviours to pupils.

4. Clay Hill and Home Farm School - Code of Conduct

The code of conduct has been written to reflect the school's values of:

- **Ambition** – We encourage the students to be ambitious in their daily lives as well as in their goals for themselves in order to reach their full potential.
- **Support** – We encourage the students to support one another, work together and accept support from their peers and adults that work with them.
- **Passion** – We encourage students to pursue their passions and interests. We also encourage our students to show passion in their learning.
- **Independence** – We develop our students independence skills so that they can succeed in their future aspirations.
- **Resilience** – We support our students to develop their resilience in their learning and teach them skills that they can apply throughout lives.
- **Empathy**- We encourage our students to show empathy and understanding towards others as we do for them.

Code of conduct

- We speak to everyone in a respectful way, using positive language.
- We love our school environment and work together to take care of it.
- We are a family of staff and pupils who always aim to support and help each other.
- We work together to solve problems.
- We act in a way which keeps ourselves and other people safe.
- We try our best and ask for help if we need it.
- We follow instructions so we can enjoy our learning and make progress.

5. Clay Hill and Home Farm School Rewards

Informal Rewards:

- Displaying good work in classroom/corridors.
- Letters to parents recognising the efforts of whole school or classes.
- Individual classroom strategies for positive behaviour reinforcement e.g table tokens.
- Verbal praise from staff or peers.
- Stickers/stamps in book.
- Feedback from staff to pupils regarding work or behaviour choice.
- Sharing work with other pupils and with SLT.

Formal Rewards:

- Value points system:
 - For demonstrating one of the six school **ASPIRE** values, pupils will be rewarded with a value point. For example, if a pupil helps the teacher tidy the classroom, the teacher can reward them with one value point for Support.
 - Each value point obtained has a monetary value that pupils can save and use (with adult supervision and support) at the end of each half term to order a reward for themselves using the

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monetary value they have earned through the value system. These items are ordered through the schools approved suppliers.

The reward item ordered must be an appropriate item for the students age or stage and must not exceed the monetary value of their reward savings. Parental agreement needed before staff can order reward items.

Pupils can earn additional Value Points through the following rewards:

- **Positive phone call home – 3 Value Points** – Achieved through demonstrating positive behaviours and meeting the school values throughout the week.
- **Star of the week – 5 Value Points** – Achieved through modelling to the other pupils ALL week each of the Six Values, daily. (Given to one pupil in Primary and one in Secondary)

6. Consequences – Incident Response

Clay Hill and Home Farm School makes it clear to pupils that there are behaviours which are not acceptable. Pupils are informed that there may be short term consequences for inappropriate behaviour choices. These may be:

- They will make up any lessons/work that they have missed in their own time, including home following communication and agreement from parents & carers.
- That there are always consequences for our actions – both positive and negative and we have to accept responsibility for what we do and say.
- They may have to work away from other people in order to reflect and focus.
- That they may not enjoy some of the rewards available for positive behaviours.
- That verbal and physical abuse is a form of bullying and whether aimed at staff or other pupils neither will be tolerated.
- Phone-calls made home to parents.

Please see below regarding what steps are taken when the above has been applied consistently by the pupil's tutor team, in conjunction with other strategies, and the difficulties remain.

7. Consequences – Behavioural Development Process

Clay Hill and Home Farm School aim to improve outcomes for pupils by ensuring that they are able to engage with and access the curriculum. Therefore, where behaviours are persistent and adversely affecting the progress of any pupil, SLT will start the Behavioural Development Process. The school acknowledges that some instances of behaviour may require an escalation of the process detailed below or immediate fixed term exclusion, such as:

- Arson
- Use of a prohibited weapon or bringing a weapon into school, such as a knife.
- Serious assault - Which involves a situation in which someone intended to cause very serious harm to the victim.

This ensures a rigorous and consistent process in creating plans and strategies in order to improve the situation for those pupils at risk of exclusion and ultimately to prevent a placement breakdown. The steps below will be implemented after a period of time has passed in which staff have attempted to apply the usual strategies and approaches as detailed in the section above, without success.

Each of the steps are marked by 'Learning Conversations' – These are a restorative approach to managing persistent negative behaviours. Staff and pupil will meet to discuss what the current issue may be and what can be done to overcome any barriers. A clear target for moving forward is set and (where appropriate) a decision is made on how we can restore any damage/negativity caused by the pupils actions. E.g. Having a restorative meeting with another pupil after a conflict.

Step 1 – Learning Conversation

Restorative meeting with pupil, tutor team and pastoral team. Parents called and informed of the reasons for and the outcomes of the meeting. This is confirmed via email by the tutor. During the restorative meeting referrals to various therapies at Clay Hill discussed and set up as appropriate, for example O.T assessment and recommendations for support.

Step 2 – Learning Conversation (2)

If the same behaviours persist following learning conversation 1, parents/carers are invited in for a restorative meeting with pupil and tutor to set targets. Parents called and informed of the reasons for and the outcomes of the meeting. SLT informed.

Step 3 – Learning Conversations (3)

Restorative meeting with pupil to set targets. Parents called in for a meeting. Explaining that the following step will result in a report card set up where targets are set and reviewed daily by the tutor and a member of SLT.

Step 4 – Learning Conversation (4)

Restorative meeting with pupil to set targets. Parents called and informed of the reasons for and the outcomes of the meeting. Parents informed that the next step will be a Pastoral Support Plan implemented by the inclusion or pastoral support lead. PSP to be reviewed and progress shared with parents & carers.

Step 5 – Learning Conversation (5)

Restorative meeting with pupil to set targets. SLT discuss next appropriate steps and potential therapies/adjustments that could be made. Parents called in and Pastoral Support Plan reviewed with parent & carer by SLT. Review dates set.

Step 6 - Learning Conversation (6)

Internal placement disruption meeting arranged by SLT, other professionals, PSP reviewed, therapies reviewed. Consider arranging emergency annual review.

Step 7 – Learning Conversation (6)

Formal meeting – Only to be set after PSP has run its course. SLT to meet first to consider if enough has been done to correct the inappropriate behaviours and whether continuing the placement is or isn't causing a significantly detrimental effect to that pupil and other pupils or the running of the good order of the school. Parents & L.A then invited in to discuss in the form of a placement disruption meeting.

8. Recording of Incidents/Strategies

- Individual Risk Assessment
- IEPs based upon EHCPs and CHIPs targets.
- Learning Conversations recorded on a slip and logged onto Integris. (School MIS)
- Significant incidents recorded on MIS Engage. (Absconding, Injury, RPI)
- Rewards recorded on Integris.
- All parental contact – Negative or Positive recorded on Integris.
- Form Tutor Behaviour Plan – Clay Hill and Home Farm School Format
- Pastoral Support Plan – Clay Hill and Home Farm School Format
- Safeguarding – Reported onto MIS Engage

9. Creating a positive 'Behaviour for Learning' Environment

Clay Hill and Home Farm School use a variety of approaches to ensuring that a positive 'Behaviour for learning' environment is created to ensure improved pupil outcomes.

PDMs:

- Clay Hill and Home Farm School staff receive a 45 minute training session timetabled throughout each half term linked to Teaching and Learning and Inclusion.
- SLT, Therapy Team and outside agencies will deliver a variety of Inclusion based workshops throughout the year addressing, amongst other things, behavioural strategies such as – behavioural redirection, language of choice etc.
- SLT and Therapy Team will identify, through the DIA approach, any individuals who may require training or support with behaviour management and will put plans in place in order to achieve that.

Classroom Environment/organisation:

- Staff ensure that their classrooms can meet the needs of pupils outlined in their EHCP. Learning walks of the environment conducted regularly and feedback given.
- Classrooms should be calm and purposeful in their atmosphere and the classroom has to be tidy, clutter free and not overly-stimulating.
- Teachers to be the leader of the classroom. ALL staff to take ownership of behaviour management of a group they are working with. The relationship and recognition of standards and expectations has to be built between the member of staff and pupil in question. This is essential for ensuring standards are met and pupil respects instructions of the teacher.
- Greater identification of what are primary and secondary behaviours and responding appropriately.
- DISTRACTION should be applied as a strategy in efforts to de-escalate a situation.
- Warnings should be given to pupils to explain and make them aware that their current choices are inappropriate; however, this should not be done with the rest of the class as an audience.

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- ALL staff to be vigilant at the changeover of lessons. Where pupils will need to move classrooms (apart from KS4 groups), the teacher will lead the class to their next lesson.
- Staff ensure that modelling of pride in our school is consistent and apparent to pupils. This should be actively encouraged at all times.
- Any instances of damage or vandalism should be reported to the site maintenance team instantly.
- All efforts should be made to limit disruption to lessons. This includes ensuring toilet breaks are taken in social times as well the classteacher not calling pupils to their desks. Staff should be going to the pupils for live marking.
- Classrooms should be constantly well resourced so no stresses are created or incidents as a result of a pupil not having the equipment required.

Lesson Content

- Lessons should be planned in advanced to give staff the time to consider personalisation for the pupils in their class. All planning for the week ahead ready and submitted by the Friday before.
- Topic planning to be completed each half term/term and creatively planned to engage the specific pupils in the classroom.
- Active learning included within lessons.
- Range of teaching strategies to meet pupil need and allow ALL pupils to access the curriculum.
- Considered seating plans and ensuring dynamics of the room allows for pupils to focus at the optimum level.
- Varying levels of confidence and self-esteem catered for in class. Staff aware that negative behaviours can be a communication of the fact that the pupil finds the work too difficult or not challenging enough but cannot communicate this effectively.
- Pro-active, flexible and responsive approach to lessons.
- Understanding that pupils will need to leave the classroom for movement breaks/interventions/therapy. Staff to ensure they are aware of this prior to the lesson and so is the pupil.
- Any change to 'regular' practice to be communicated to pupils in advance.
- Variety of independent work, paired work and group work.
- In House OT and SALT to regular audit environments and provide suggestions to teachers. Teaching staff responsible for implementing in classrooms.
- The DIA approach to Teaching and Learning has helped develop enhanced classroom practice and pedagogy. The school has a teaching and learning local procedure which builds on this.

10. In class response

- All staff must ensure pro-active strategies and planning is put into place and reflected upon daily to reduce the potential occurrence of a behavioural incident. Preparation to this extent not only ensures there is no disruption to other learners, but also avoids an occurrence which is likely to have a negative effect on the self-esteem and well-being of the pupil concerned.
- Praise should be used appropriately for effort and positive choices, however staff will consider the fact that some pupils find public praise stressful and that can trigger behaviours.
- Staff to appropriately encourage and challenge pupils.
- When a child is becoming dysregulated, warnings should be given verbally as privately as possible. Nothing should be recorded on the board or made public to the rest of the group.
- If a more public challenge of behaviours is necessary then staff will give calm and clear instructions and a reasonable time frame in which behaviour must be changed and make it clear of the consequence of not doing so. (This CAN NOT be an empty suggestion and must be a fair consequence that staff can follow through on).
- When challenging behaviour, refer to the Clay Hill and Home Farm School Code of Conduct, Values and remind calm and consistent throughout. Instructions should be clear and concise without being confrontational.
- If a child displays any of the following behaviours, it will be necessary for them to leave the classroom with an adult. This would ideally be the class TA but support from SLT can be requested where necessary:
 - Verbal/Physical abuse towards staff/pupils. (Recorded on DATIX and phone call home)
 - Disruption to the extent where the teacher is prevented from teaching.
 - Health and safety risk to themselves or others.
 - If the pupil refuses to move and there are concerns around the well-being of other pupils, move the rest of the class out.
- Use change of face as a strategy to de-escalate a situation.

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- If a pupil has to leave the classroom. A TA should support 1:1 until the situation has calmed and there is opportunity for a restorative conversation between the pupil and member of staff/pupil concerned.
- Pupils that need to leave the classroom should work in an identified area with the 1:1.
- It will be clearly communicated to pupils that missed work will need to be covered during a 'catch up' session during social times.
- Class removals to be recorded on Integris after the restorative meeting. Agreed actions of the meeting to be recorded.

11. Positive Handling

The Schools follow the LA and national guidelines on positive handling and uses the Team Teach Approach; a recognised intervention strategy which promotes de-escalation, diversion and diffusion to prevent pupils committing an offence, injuring themselves or others, or damaging property both in the classroom or elsewhere (including school trips). All staff are given training and refresher courses at regular intervals.

All parents/carers and pupils are informed of our local procedure at initial assessment.

Clay Hill and Home Farm School follow the guidance specifically relating to the reduction of restrictive practice. We aim to be a 'no holds' school, only using RPIs in order to prevent harm to a young person or others or when there has been persistent disruption to the good order of the school and the learning of others has been significantly compromised .

Whilst we focus on the use of de-escalation and pro-active approaches to manage pupils learning and sensory environments, there may be rare occasions when pupils are putting themselves or others at risk of harm and therefore, as a last resort, physical intervention must be employed.

Team Teach is a values-based approach with an emphasis on being proactive – getting it right for the person, rather than being reactive or responding to an episode of challenging behaviour. The aim is to raise the person's self-esteem, improve quality of life, empower them and enable them to live a more independent and fulfilling lifestyle.

The overriding principle adopted by the school relating to positive handling is that the best interests of the child takes precedence over every other consideration. This ensures that no party suffers injury or are subjected to extreme discomfort or pain. The School does not plan to effect ground holds.

Following an incident involving an RPI, the first step is to complete wellbeing and post-incident checks on the pupil(s) involved.

The second step would be to contact the parent/carer of the pupil involved to inform them of the incident. Following this the member of staff involved would record the RPI using MIS engage. A de-brief will then take place between a member of senior leadership (Inclusion Lead/Assistant headteacher/ Deputy Headteacher or Headteacher) and the staff involved in the incident. This will be to quality assure the use of the RPI and to ascertain whether another route, not involving an RPI could have been utilised and implement training and support. We also meet the member of staff to ensure their personal well-being. At this meeting we would also discuss the best approach for a restorative meeting with the young person.

Each completed record is seen and signed off by a member of SLT team. Engage is analysed weekly to identify key issues and to address what strategies can be amended or introduced to reduce RPI incidents.

12. Bullying

Bullying is a form of disruptive behaviour whose effects can be long-term and deep rooted. It can take various forms of name-calling, teasing and physical abuse to intimidation, extortion and serious physical assault. Racial and sexual harassment are particularly insidious forms of bullying.

Bullying arises from a wish to hurt, threaten and frighten someone else with intent, often repeated regularly and not a series of 'one-off' events. It can be:

- Physical, involving pushing, pinching, hitting or kicking.
- Verbal, involving name-calling, teasing, taunting or threatening.
- Silent, involving the isolation of the victim by ignoring him or her, or by excluding him or her from group activities.
- Emotion, hurting feelings.
- Deliberate damage to the victim's property, or taking that property without permission.
- Sexual, rude comments, touching when you don't like it.
- Cyber, nasty texts, emails.
- Homophobic, improper use of the word gay.

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At Clay Hill and Home Farm School we use the STOP approach to support our message to pupils about bullying as both a definition and strategy acronym:

S – Several

T – Times

O – On

P – Purpose

S – Start

T – Telling

O – Other

P – People

There is a separate local procedure on Anti-bullying as well as a complaints procedure for pupils. ALL pupils have a right to come to school feeling safe and valued. Bullying will not be tolerated at Clay Hill and Home Farm School.

13. Exclusions and Placement Ends

Exclusion from school is a legitimate last resort for pupils who seriously fail to work within the accepted framework of discipline. It is not considered as a sanction for pupils at Clay Hill and Home Farm School, but to give the pupil concerned the opportunity to reflect on their behaviours and/or the school the chance to put alternative strategies and arrangements in place in line with the school's Safeguarding Local Procedure. In some cases it is necessary to protect others.

The school only uses exclusion either in cases of severe breaches of behaviour or as a last resort when a variety of other intervention and support strategies have been tried and failed. It is important to be seen to be fair and to allow pupils a realistic return to school so that they have the opportunity to move forward from their previous incidents. During the time of exclusion work will be arranged for the pupil.

Any pupil who has had fixed-period exclusions and is thought to be at serious risk of further exclusion should have a formal PSP (Pastoral Support Plan) set up and managed by the inclusion lead/Deputy Headteacher or Headteacher.

This is a school-based intervention to help individual pupils better manage their behaviour, and it should involve other agencies where appropriate.

It should:

- Set clear targets for improved behaviour, within a fixed timescale.
- Detail strategies to support the pupil to meet the targets.
- Identify rewards for meeting the targets.
- Identify consequences that will be applied if the targets are not met.

Terminating placements is an extreme last resort. These decisions are made primarily where, after numerous attempts and strategies we feel as a multi-disciplinary team that the pupil's needs can no longer be met or when we identify that we can not mitigate risk if the pupil may present a safeguarding risk to others. This is very rare and all attempts to mitigate risk and improve the situation for each pupils will be attempted first. The process leading up to placement ends is:

- 1) Internal Multi-Disciplinary team 'Placement concerns' meeting held to discuss. If we are at this stage, it will be after numerous learning conversations, form tutor plans and now at the PSP stage. Parents will be made aware of this meeting as will Local Authority SEN and placement teams. Targets and strategies will be shared also. This meeting will include the school's: SLT team, Class Teacher, LSA and Therapy Team.
- 2) Teacher and Inclusion lead/Deputy Headteacher will continue to meet with parents to discuss progress of PSP targets.
- 3) If the situation continues and the PSP is not effective following final review, an initial external 'Placement concerns' meeting will be held between: A member of school SLT, LA SEND and Placement team, parents/carers. This will be an opportunity to discuss concerns, strategies already in place and identify any support from the LA that may benefit the placement and provide support that reduces the risk of placement end. This is a multidisciplinary and supportive meeting. At this meeting a TAC (Team around the child) group will be set up and regular meetings put in place, with school and SEN team as lead professionals. This will be to monitor progress and keep a live and active discussion regarding the pupils and their needs.
- 4) If following the above, it is identified by the school or other professionals/parents that the placement is no longer meeting the needs of the pupil then a final placement disruption meeting will be held. The school can only give notice on a placement following a meeting with the school Governance team, including the regional Operations Director and Chair of Governors, where final approval is given to end placement. The notice period for a placement is set out in the contract of the young person held by the Local Authority. Generally, this is 6 weeks.

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Final placement disruption meetings should never come as a surprise to local authorities and parents/carers. There will have been a robust set of meetings and discussions prior to this point so all are aware of the current situation. The school will always aim to keep all placements unless it is detrimental to either the pupil in question or other pupils to continue and only when every other feasible option has been explored. Safeguarding and safety of all pupils is paramount.

14. Parental Engagement

Pupils make the most progress when there is a supportive team of individuals and professionals surrounding them. At Clay Hill and Home Farm School, parental engagement is an essential part of transforming the lives of the young people in our care. Staff follow a set of standards in relation to parental engagement:

- Staff will communicate with parents/carers efficiently and positively.
- Staff will maintain appropriate and professional relationships with parents/carers.
- Time scales and procedures in dealing with complaints is in-line with the wider Priory Group Policy.
- Staff will record meetings/phone calls with parents/carers and their subsequent outcomes on Integris.
- Staff will make a weekly phone call to provide a full run down of the weeks events and learning areas and allow parents/carers to ask any questions/share concerns.
- End of year 11 leavers event **WILL** include an invite to parents/carers.
- Parents & carers invited to organised events such as the school art exhibition/ school play.
- Parents/carers will be communicated with and invited in for meetings in line with the 'Behavioural Development Process' as detailed above.
- Parents/carers to be informed on the same day if a physical intervention was used and if their child was subject to either physical abuse or discriminated against for a protected characteristic. (As described in the Equality Act 2010).
- Parents evenings arranged either face to face or remotely.
- Parents & carers will receive a progress report at the end of every term.
- Parents and carers will receive a newsletter every week, that provides a literacy & numeracy update for the week, upcoming events, school clubs, subject focus & enrichment.

15. Parental Code of Conduct

In addition to the expectations of the staff, to develop a collaborative and respectful culture, we also have expectations of conduct in regards to parents/carers.

Collaborative working is essential not only to achieve the best outcomes for our pupils; it is also essential in modelling key life and communication skills to our pupils.

The expected code of conduct for parents/carers is:

- Help us uphold and role model respect for the ethos, vision and values of our school.
- To strive to achieve respected solution to any issues or conflicts that may arise.
- Work with the correct member of staff or their line manager to resolve any issues of concern.
- Treat all members of the school community with respect.
- Work in collaboration with staff and ensure all medical and other information is up to date.

Behaviours that will not be accepted under this code of conduct are:

- Displaying any form of violence or aggression when talking to members of staff, pupils or other parents. This includes shouting. (This includes language written in emails or texts)
- Using abusive or offensive language to staff over emails, phone calls or when on-site.
- Threatening any member of the school community. (In writing or verbally)
- Posting defamatory, offensive or derogatory comments about the organisation, school, its staff or any member of its community on social media platforms.
- Smoking or being under the influence of alcohol or drugs on the school premises.
- Disrupting or threatening to disrupt the operation of the school day. (Verbally or in writing)

Steps the school may take when code of conduct is breached:

- The Assistant Headteacher/ Deputy Headteacher or Headteacher will make every effort to discuss and resolve the concerns raised respectfully and amicably. We will set clear expectations to the parent in regards to their conduct.
- Invite the parent/carer into school to meet with Headteacher to discuss the breach of conduct.
- A formal warning letter may be issued.
- Advice and support sought from Placing Local Authority – restorative meetings held.
- In cases of significant concerns – Contact appropriate authorities i.e. Safeguarding Teams, Police
- Advice sought from company legal team in cases where conduct may be libellous or slanderous.
- Ban of parent/carer from school site.

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Our aim will always be to find a restorative, calm and positive solution to all issues and concerns raised. All responses by the school will be taken following rigorous deliberation and in proportion. Other contextual factors will also be considered and parents/carers will not be discriminated against for a protected characteristic.

The final decision on how to respond to breaches of code of conduct rests with the Headteacher, Chair of Governors and Regional Operations Director.

If all measures and steps put in place fail to prevent a parent/carer from breaching the code of conduct, a meeting may be held between the Headteacher, Regional Operations Director and the Placing Authority to discuss the placement. If the nature of the actions of the parent are detrimental to the operation of the school and are preventing the school from meeting the needs of the pupil; providing that the school and local authority agree, a placement disruption meeting may be held.

16. Summary

Clay Hill and Home Farm School is restorative and inclusive in its approach to Behaviour Management. Clay Hill and Home Farm School Staff deliver an approach which focuses on preventative strategies and measures to avoid incidents occurring which subsequently can cause further emotional damage to our pupils.

When these measures aren't effective, we are flexible and inclusive in thought and understand that behaviour is a form of communication. We address the immediate risk of the behaviours and meet the needs of the pupil in order to de-escalate and ultimately allow that pupil and other pupils to engage with the curriculum we provide.

However, and most importantly, when these measures are not effective, we are reflective and consider whether plans and strategies need to be amended.

It is essential that parents work with the school in a positive and professional way to ensure that we provide the consistent message and approach that will be critical to the pupil making the progress required. We make this very clear to our parents and reinforce this to staff.

Essentially, our aim is to ensure that we prepare our pupils for the practical, academic, personal and emotional requirements for the next stages of their lives in order to provide them with the best outcomes and life chances as possible.

Contents Checklist (Local Services may add additional items – this is a core list)			
Aims and ethos		Behaviour support analysis systems	
Local code of conduct		Monitoring arrangements	
Behaviour support planning			
Training			
Local sanctions or consequences system			
Local rewards system			
Debrief processes			

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions