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# PARKWOOD HALL CO-OPERATIVE ACADEMY

## Parkwood Hall Co-operative Academy

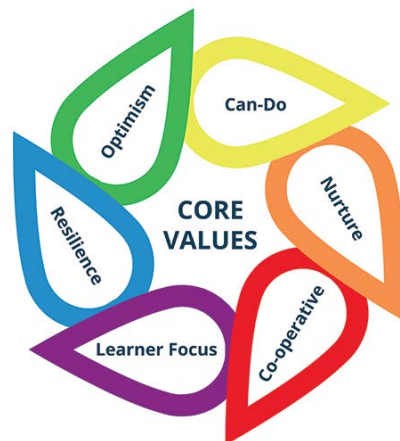
"Growth through Personal and Social Learning"

### Statutory Policy File

## POSITIVE BEHAVIOUR POLICY

Index No: 06 (v2.0)

*Parkwood Hall Co-operative Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'*



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## POSITIVE BEHAVIOUR POLICY

### 1 AIM:

This policy is intended to inform all members of staff, parents, local authorities, fellow professionals and Ofsted inspectors about the philosophy and practice of behaviour management at Parkwood Hall. It aims to provide guidelines for all employees within which they can exercise their knowledge, skill, creativity and professional judgement to assist all students in developing positive models of behaviour.

### 2 PHILOSOPHY:

- a) We believe that all children and young adults in our school want to behave well.
- b) We believe it is our duty to encourage and explicitly teach all students to learn how to behave to the best of their ability.
- c) We believe that, as has been repeatedly demonstrated, rewards modify behaviour more effectively than punishments.
- d) We believe that we should always make it clear that we are judging behaviour, not individuals, and that no student should feel rejected as a person as a result of their experiences at Parkwood.
- e) Our ultimate aim with all students is for them to develop personal responsibility for their behaviour. We recognise that for some this is a longer journey than for others.

### 3 WHAT DO WE MEAN BY BEHAVIOUR?

Behaviour can often be seen as a form of communication, for example:

- a student screams in frustration while in the dining room – maybe they are hungry,
- a child refuses to go to sleep and paces the corridor – maybe they want to go home,
- they walk out of the classroom - maybe they are bored, or the room is too noisy.

Behaviour can also be seen as a way of getting what we want, e.g.

- a student screams to avoid doing something which they don't want to do,
- a child refuses to leave a shop until they have got the thing they wanted,
- a student misbehaves in class because they do not want to do the work and they would prefer the attention that they gain as a result of inappropriate behaviour.

There are also many occasions when students behave in particular ways for reasons which are important to them even if they are difficult for us to understand. In these situations we must work hard to understand the reasons for the behaviour. We should also acknowledge that there are many instances where students show positive and appropriate behaviour; we must acknowledge this positive behaviour and build upon it. In every case of a student exhibiting behaviour which we want to change, our starting point has to be one of analysing the behaviour.

## 4 A TOOL FOR ANALYSING AND CHANGING BEHAVIOUR: S.T.A.R.

At Parkwood Hall Co-operative Academy our main method for first understanding and then changing behaviour is based upon the system known as STAR. The elements of this approach are as follows:

1. **Setting** - What is the context of the behaviour? Within this aspect we need to consider:
  - environment – is it noisy, busy, or confusing?
  - personal factors (1) – are they hungry, stressed, unwell, sad, depressed, etc?
  - personal factors (2) – are we stressed, tired, irritable, calm, reflective, etc?
  - expectations – are they clear, explicit and framed positively?
  - is the work/activity suited to the needs, abilities and interests of the individual?
  - are there too many transitions and how are those changes managed?
  - do the adults fully understand the student, their special educational needs, their sensory world and their communication needs and strengths? (the input of SaLT, OT and other therapists should be sought, along with information from parents)
  
2. **Triggers** – What is the event that appeared to cause the behaviour? It could include:
  - a sudden loud noise or unexpected movement,
  - another student doing something which they don't like,
  - being expected to do some work,
  - misunderstanding or misinterpreting what is said or what is happening,
  - a memory of being in a similar situation before.
  
3. **Action(s)** – What did the student do?
  - as we get to know our students better, and use good behaviour analysis techniques, we grow to understand that their unwanted behaviour never happens “for no apparent reason”.
  
4. **Response** – What happened as a result (including what did you do)?
  - was the student's behaviour successful for them (did they get what they wanted)?
  - are you rewarding the desired behaviours or are you, inadvertently, rewarding the unwanted behaviours?
  - do you have a clear strategy for rewarding positive and appropriate behaviour?
  - What is the strategy for if a negative consequence is indicated, who carries it out?

These 4 headings are the components of the STAR approach. At Parkwood Hall Co-operative Academy we add a 5<sup>th</sup> component, which is:

5. **Communication** – Share important information with your colleagues
  - consider whether to complete an entry on Behaviour Watch
  - review any Behaviour Management Plan with your team
  - share with colleagues what strategies you are using and why
  - evaluate, through debrief and review, the success of what you are doing

Our goal is to bring about positive change in the student's behaviour. We can do this by modifying the setting so that it is less stressful or distressing for the student, or by making sure

that the rules and expectations are clear and explicit (e.g. use of visuals). We can also create change by reducing the number and frequency of likely triggers, but the biggest impact we can have is through our responses to the student's actions. Our responses should be based upon a *behaviourist* approach.

## 5 BEHAVIOURISM AT PARKWOOD HALL CO-OPERATIVE ACADEMY

Our approach is based on behaviourist principles. This means that our response to a desired behaviour should be to *positively respond to (reinforce)* it – usually by means of some form of reward, which can be as simple as praise. We must make sure that we clearly communicate the behaviour we expect.

Our response to an undesired behaviour should be one of the following: (a) *ignore* it, (b) *redirect* it or (c) *negatively respond to (sanction)* it. In order for this approach to work we need to be clear in our minds and explicitly communicate the behaviour we expect, to have a range of ways in which we can redirect unwanted behaviour and be consistent in our ignoring strategies or use of sanctions.

**Positive Responses (rewards)** for desired behaviour(s) are highly effective and they should constitute the strategy that we use more than any other. Appendix 1 contains a list of the positive responses (rewards) most commonly used at Parkwood Hall.

**Negative Responses (sanctions)** are, in general, less effective than rewards in changing behaviour. If they are to be effective they must be: *immediate* (there must be minimal delay between the undesired action and the consequence), *context-specific* (they should happen in or near the environment where the unwanted behaviour took place) and they should be delivered *by the team or individual* with whom the undesired action occurred. Appendix 1 contains a list of suggested negative consequences (sanctions).

**Redirection** - is a strategy for converting an unwanted behaviour into a more appropriate one. Examples of this might include the following:

<u>Unwanted behaviour</u>	<u>Redirected action</u>
Student pinches or scratches	Say "shake hands" and shake their hand(s)
Child bangs toys repetitively	Engage child in interactive play
Student bites when upset	Encourage to use "angry" PECS symbol when upset.

Appendix 1 contains some practical suggestions for ways in which undesired behaviours can be redirected.

**Motivators** - for each individual student, there are specific activities or small rewards which they enjoy. These are their motivators and should be used as part of the reward system to reinforce desired behaviour. With some students, it can be a challenge to identify what works as motivators for them. However, through careful observation, it is possible to build a list of individualised reinforcers and rewards

## 6 BOUNDARIES

The importance of clear boundaries cannot be over-emphasised. Students need to know what constitutes acceptable behaviour and what is unacceptable. Without clear boundaries, they will struggle to learn how to behave appropriately and they will test the adults to try to discover where the boundaries are. In the words of Rob Long: “a child without boundaries goes in search of them”.

## 7 WHO IS RESPONSIBLE FOR MANAGING BEHAVIOUR?

Behaviour management is the responsibility of every member of staff. While it is important to record and track behaviour and to use Behaviour Watch to report serious incidents, this does not mean that behaviour problems should be referred to members of the Strategic Leadership Team (or the Wider Leadership Group) for them to “solve”. Senior members of staff are able to advise on strategies which may bring about positive change, and their input should be sought for Individual Student Management Plans, if these are indicated for day students (all boarders have an ISMP), but they should not be expected to deal with all issues relating to undesirable behaviour.

There are a very few exceptions to this general principle; for example, situations where financial reparation might be indicated or where “internal exclusion” is being considered, in which case authorisation from a senior member of staff is required. In the case of formal exclusion, only the Principal (or nominated deputy in his absence) can decide to exclude. “Informal” exclusion is illegal.

## 8 B.E.A.M. (BEHAVIOUR + EFFORT + ATTITUDE = MERIT)

BEAM is a whole-school system for rewarding good behaviour. Each week students can earn BEAM points through their behaviour and work in class, in the residential setting (for boarders) and in other contexts around the school. At the end of the week the points are added up and converted into a reward at Gold, Silver or Bronze level. These rewards can be exchanged for small toys and other tangible rewards in the “Beam Shop” which runs on a Friday. For older and more able students, the rewards can be banked and saved up over a number of weeks for a more substantial item.

BEAM has proved to be a very successful system for rewarding good behaviour and for changing target behaviours. However, it relies on the commitment and consistency of members of staff in applying it. In particular, every student needs to have a clear BEAM target and should be capable of repeating their target at the weekly Beam Shop. If they are not clear about the target they are working towards, or why they have gained a Gold reward, then their behaviour is unlikely to change.

We recommend that every class and house group uses BEAM as part of their systematic approach to rewarding good behaviour and changing undesired behaviour(s).

## 9 GENERAL GUIDELINES ON WHAT TO DO WHEN A STUDENT SHOWS UNDESIRABLE BEHAVIOUR

### 1. Respond

Make sure your response is in line with any agreed behaviour strategy for the student. This may include *planned ignoring*. If ignoring is not part of an agreed plan, then make sure you respond. A response which is immediate, comes from you and occurs within the setting is more likely to have an effect than a response by someone else at a different time and place. If it comes from you, it will enhance your authority. Passing it on to someone else diminishes your authority.

### 2. Analyse

Use the S.T.A.R. framework to analyse the behaviour(s), as follows:

#### a) SETTING:

- Was the environment suitable for the activity and conducive to the desired behaviour?
- Were the expectations clear?
- Were any rules displayed?
- Was the work or activity suited to the individual's needs and interests?
- Were there any personal factors for the student (fatigue, hunger)?
- Were there any personal factors for you (stress, impatience)?
- What can you do in future to improve the setting so that the undesired behaviour is less likely to happen again?

#### b) TRIGGERS

- What appeared to trigger the behaviour?
- If there was no obvious trigger, then discuss the incident with your colleagues, maybe they saw something which you didn't, or maybe they can suggest possible triggers.
- What can you do to minimise the effect of such triggers?
- Can you prevent the triggers from happening?

#### c) ACTION

- Was the behaviour a form of communication?
- If so, what was it communicating?
- Was it intended to get a particular response from you?
- If so, did your response reinforce the behaviour?
- Was it part of a known pattern or was it new?
- Was there any evidence that the student is learning from our interventions with them and that their behaviour is improving?

#### d) RESPONSE

- Was your response the most appropriate and effective thing you could have done in the circumstances?
- What do others do in similar circumstances?

- Did your response support what others are doing or did it undermine them?
- Over time, are your responses bringing about an improvement in the target behaviour?

### **3. Communicate**

Effective schools and strong teams communicate well all the time. Team members share good practice and successful strategies with each other and are willing to learn from each other. They don't simply complain about behaviour or say "something must be done" – they communicate and work together to make sure that behaviour improves. They share their weaknesses and vulnerabilities, and work as individuals to improve their practice, and as colleagues to support each other.

- Make sure that Individual Student Management Plans (ISMPs) are up to date and being implemented
- Use Behaviour Watch to record and report significant behaviour, in order that patterns of behaviour can be analysed and strategies can be improved. Make sure that you specify on the form what your response was to the behaviour and what you intend to do in future to bring about positive change.
- Share information with parents – it may be that they are experiencing similar behaviours at home and would appreciate advice and support
- Seek information from parents about methods of managing behaviour which they have found successful at home

### **4. Reflect and Evaluate**

From time to time we all need to evaluate the effectiveness of what we are doing to manage behaviour. This is best done with a small group of colleagues, rather than on one's own. Examples of regular, scheduled opportunities for reflection and evaluation include:

- Daily residential briefing (morning)
- Teachers' meeting
- Class team meetings
- Cluster meetings
- Residential team meetings

You should also make good use of:

- Informal discussions with colleagues
- Discussions with your Cluster Lead or a member of the SLT

Make use of opportunities when there are meetings with parents (e.g. Joint Reviews) to reflect on what is working and to evaluate the strategies in current use.



## **APPENDIX 1A : OUTLINE LIST OF STRATEGIES WHICH SUPPORT BEHAVIOUR MANAGEMENT**

- Discuss rules with students (phrased as positive statements, not “Don’t...”)
- Explicit, clear and well-defined boundaries
- Display rules for the area (class, house, dining room etc.)
- Visual representations of rules and expectations
- Clear expectations which are consistently applied
- Well-organised and tidy environment
- Resources clearly organised and labelled
- Potential “weapons” (e.g. scissors) locked away
- Exercise breaks used in a pro-active way.
- Use of S.T.A.R . analysis to understand how behaviour arises.
- Use of BEAM system to reward appropriate behaviour.
- Taking personal responsibility for improving student behaviour
- Reflection and evaluation with colleagues

## **APPENDIX 1B : OUTLINE LIST OF POTENTIAL REWARDS**

- Praise (probably the most effective tool in our behavioural toolbox)
- Time spent on preferred activity (“golden time”)
- Running errands (a sign of trust)
- Teacher’s “Well Done” sticker
- Deputy Principal’s “Well Done” sticker
- Principal’s “Well Done” sticker
- Star of the Week award for class
- Star of the Week award for house
- BEAM points
- BEAM prizes (Bronze, Silver, Gold)
- End of Term prize
- Jack Petchey Award (reserved for students who have made exceptional progress)
- Giving the student “something precious” (which may have no intrinsic value, but is important to them)

## **APPENDIX 1C : SUGGESTIONS FOR RE-DIRECTING UNDESIRABLE BEHAVIOURS**

- Selectively praising other students in the group is one form of redirection
- “Catch” them doing the right thing and praising them for appropriate behaviour
- You can redirect pinching and scratching into hand-shakes and high-fives
- Modelling the behavior you want can be another form of redirection
- NLP practitioners talk about “pacing and leading”<sup>1</sup> which can be highly effective
- Asking a student to solve a minor problem (e.g. “can you find me a pencil?”)

## **APPENDIX 1D : OUTLINE LIST OF POTENTIAL SANCTIONS**

- Not being praised (or others being very pointedly praised)
- Missing out on a preferred activity (loss of “golden time”)
- Stopped from running errands (reflecting breach of trust)
- Working in class during break-time(s)
- Working in class during enrichment activity (let colleagues know)
- Withdrawal of “privileges” (e.g. restricting use of mobile phone)
- Closer supervision
- Supervised withdrawal (e.g. to a time-out space)
- “Internal exclusion” (which is a longer period of supervised withdrawal) – Requires SLT approval
- Formal exclusion – only the Principal (or a Deputy acting in his absence) can exclude.

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<sup>1</sup> “Pacing and leading” is a technique by which you modify your behaviour and get them to “follow” you. Examples would include deliberately adopting a relaxed posture when a student is agitated and appears aggressive, or speaking at a pitch and volume just below theirs and then lowering your voice and slowing your speech. This works in a way which can seem uncanny at times.

## APPENDIX 2: PHYSICAL INTERVENTION

Education staff (i.e. teachers, teaching assistants and members of the Residential Education team) at Parkwood Hall School are trained how to:

- Avoid, prevent and defuse the need for physical intervention.
- Make professional judgements about the need to intervene physically.
- Intervene physically in ways and using methods which minimise risk to employees and students alike.
- Record any instance of physical intervention and follow it by means of discussions with the student (as appropriate) and colleagues.

Currently, all education staff are trained using the Team-Teach approach. New staff are trained within 6 months of joining the school. All trained staff receive regular updates and refresher courses, with the aim of providing a full refresher course every two years, which will incorporate new knowledge and techniques. The school has 4 members of staff (at least one from each of the “professional” staff groups listed above) who are trained as Team-Teach Advanced Tutors and who are therefore able to train Parkwood staff and any other schools.

**Any member of staff who has not received Team-Teach training, or whose training has “lapsed” should not intervene physically nor assist with a physical intervention; they should confine their involvement to observing, unless the risk of injury is so severe that it might be seen as negligent not to intervene.”**

More information can be found in the school’s physical intervention policy (which follows in this section), the handbooks given to staff when they receive Team-Teach training, and at the Team-Teach website, [www.team-teach.co.uk](http://www.team-teach.co.uk) (N.B. You will need your certificate details to log-in to the professional area.)

### Parkwood Hall Physical Intervention Policy

#### Aims

1. To remind all staff of the legal framework which empowers them to use physical intervention in certain circumstances.
2. To provide outline guidance on how to prevent and manage situations which might lead to physical intervention.
3. To inform all staff on how important it is to support one another, communicate with each other and to discuss critical incidents with a view to learning from those situations.
4. To remind staff of how to record incidents correctly.

## 1. Legal Framework:

The Education Act 2006 Section 93 states:

### ***“Power of members of staff to use force***

*(1) A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely*

*(a) committing any offence,*

*(b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or*

*(c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.*

*(2) This section applies to a person who is, in relation to a pupil, a member of the staff of any school at which education is provided for the pupil*

*(3) The power conferred by subsection (1) may be exercised only where-*

*(a) the member of the staff and the pupil are on the premises of the school in question, or*

*(b) they are elsewhere and the member of the staff has lawful control or charge of the pupil concerned. –*

*(4) Subsection (1) does not authorise anything to be done in relation to a pupil which constitutes the giving of corporal punishment within the meaning of section 548 of EA 1996.*

*(5) The powers conferred by subsection (1) are in addition to any powers exercisable apart from this section and are not to be construed as restricting what may lawfully be done apart from this section.”*

It follows from this guidance that no school should have a “no touch” policy and that all staff who regularly work with students should receive appropriate training in how to prevent and manage incidents which might require physical intervention. Currently, Parkwood Hall uses the Team-Teach method and all new staff are trained within 6 months, with bi-annual refresher courses.

It also follows that physical intervention is not always a “last resort”. Sometimes situations arise so rapidly that the opportunities for trying other strategies are limited and the member of staff has to make a quick decision about whether to intervene. Whatever the situation, a member of staff is expected and empowered to make a professional decision about what to do, based on their experience, training and the circumstances of the situation.

There is no definition of “reasonable force”. The guideline is that it should be proportionate. Accordingly, Team-Teach provides a range of interventions from the least restrictive (e.g. “the elbows are the steering wheel of the body”) to the most restrictive (e.g. “seated wrap”) which can be used as circumstances dictate.

## 2. Guidance on management and prevention before an incident

There are many sources of good advice on how to prevent critical incidents arising, some of which can be found elsewhere in the school's policy on Behaviour/Discipline. One useful and simple model for how situations can escalate and de-escalate is the **"Control Trilogy"** :

- 1 **Calming** = INDIVIDUAL HAS HIGH AROUSAL
  - Tune in for signals from the person.
  - Try to keep person's attention on you.
  - Don't "eyeball" them, but do look in their general direction.
  - Use calm open posture (interested, hands by sides, non-threatening).
  - Be relaxed but ready (sideways stance where possible).
  - Use calm language and tone of voice (pauses, open-ended questions).
  - Watch their position and proximity (circle of danger).
  - Look for signs that arousal is coming down.
  - When you appear to be succeeding, judge when to move to next stage.
  
- 2 **Reaching** = INDIVIDUAL'S AROUSAL SEEMS TO BE COMING DOWN
  - Individual will be giving you more attention and saying more.
  - With care, say and do more yourself.
  - Use "reaching" statements – simple empathy, build bridges.
  - Try disclosure "pew, that's better, I was worried just then".
  - Diversionary activity "would you like some water?".
  - Make a judgement to move to next stage.
  
- 3 **Controlling** = INDIVIDUAL SEEMS MORE ACCESSIBLE = LOW AROUSAL
  - Now you can suggest a move to a different location.
  - You can offer the opportunity to discuss what happened.
  - Move to a seated discussion.
  - Offer palliatives (water, wash face, go to nurse)
  - Offer ways to remedy situation (pick up items, replace furniture)

The most likely stage when physical intervention may be required is at Stage 1, if attempts to defuse the situation are unsuccessful. Be aware also that students may move back up the scale of arousal if your efforts are unsuccessful or other factors interfere.

## 3. Guidance on how to behave during an incident

Only members of staff who have been Team-Teach trained should intervene, unless the situation is so urgent and presents such a high level of risk that not to intervene would be extremely dangerous. In every situation the individual member of staff must rapidly evaluate the risk and decide on the best way to manage the risk. This is where training is essential. Wherever possible, try to use recognised holds, but in an extreme emergency this may not be possible. Move to a safe, recognised, hold as soon as possible.

Above all else, try to remain calm. You may find it very hard to do so, especially if the student is spitting at you, trying to hurt you, etc. Try to remember your training and attempt to keep yourself and the student(s) safe. Wherever possible, physical intervention should take place when there are at least two people present, but sometimes this is not possible. If you are working with a colleague, be clear about who is the “lead member of staff”. This will usually be the person with the benefit of more training and or experience. The lead member has the responsibility for managing the incident and deciding whether to move to a more restrictive hold, or *vice versa*. All members of staff should watch the student for signs of physical distress (especially breathing difficulties) and they need to communicate with each other.

During the incident, reassure the student. Tell them that you are helping to keep them and others safe and that you will release them when they are properly calm. At the same time, be prepared to be quiet and not say too much. Keep the messages to them simple and focussed around calming down.

Remember the “help protocol”. The phrase “I am here to help” from the observing member of staff offers an opportunity to hand over the lead role to them. The phrase “I am here for *more help*” is a key signal that they have decided to take over – in the interests of safety for all concerned.

Never feel that to hand over is a sign of failure – on the contrary, it can frequently be a sensible strategy to bring a situation to an end, You may be the main focus of the aggression/emotions and removing you from the situation may help resolve it quickly.

The Team-Teach holds, correctly applied, often have reassuring effects on the student. They may say they are ready to be released and then become rapidly more aroused and threatening again. Manage the release phase very carefully and watch out for possible “flare-ups”. As you bring the situation to a calmer phase, make sure that you tell the student what you expect from them. Tell them what you are going to do before you do it. Repeat yourself if necessary.

When the physical intervention finishes, make sure that you tend to the physical needs of all present. A drink of water and a chance to sit down and catch your breath is important for everyone. Wherever possible, give colleagues a chance to get a break and recover. Likewise, allow the student time to be quiet and to calm down further.

#### **4. Guidance on what to do after an incident**

After an incident, there are three essentials: discussion, recording and evaluation.

##### **Discussion**

- **Discuss the incident with the student.** Talk about their view of how it arose and then put your perspective. Try not to use “blaming” and “labelling” language. It can help to say things like “You did X, so I did Y”. This gives an opportunity to say “Could you have done something differently?” and “Could I have reacted differently?” There is a compulsory

section in the recording system which enables you to summarise the post-incident discussion with the student.

- **Discuss the incident with your colleagues.** How did they perceive it? What might have been done differently? How did it make you feel? There is a compulsory post-incident discussion with a line-manager as part of the recording process. Make positive use of this opportunity.

### **Recording**

- **Record the incident,** using the school's agreed system, which is Behaviour Watch. This is one of your primary safeguards against any complaints or allegations, so give yourself the time and space to do it properly. Use simple language free from emotive words and clichés. Avoid phrases which might be misinterpreted by someone who is looking to find fault. You may want to seek some advice from a senior member of staff if you are uncertain what to put.

### **Evaluation**

- **Evaluate what happened.** This needs some time for reflection. You may want to give yourself a day or two and then discuss the incident with colleagues. What can you learn from the incident that might help you next time? What strategies might help the student in future?

## APPENDIX 3 : ANTI-BULLYING POLICY

### 1. Philosophy

We believe that:

- All students have the right to attend school.
- All students have the right not to be afraid.
- All students should feel happy and safe at school.
- All students should be able to trust the staff to act.
- All students should know the school policy on bullying.
- Parents should be able to raise their concerns about bullying.
- Staff and students should respect each other and treat each other with kindness and courtesy.
- Ethos and curriculum should reflect these beliefs.
- The anti-bullying procedure and the possible sanctions for bullying should be made clear to all students, parents, and staff.

### 2. Definition of Bullying

Bullying can be described as any deliberate, hurtful, upsetting or threatening behaviour by an individual or a group towards other people. It is repeated over several times and it may be very difficult for the victims to defend themselves.

We can say that it must happen **Several Times On Purpose** (S.T.O.P.)

At Parkwood Hall Co-operative Academy, all students have Special Educational Needs. As such, with potentially less developed social skills, it may be that the student does not recognise that they are being bullied or that their behaviour is deemed as 'bullying'. It is therefore important that all staff are vigilant in order to support students who are potential victims in recognising the signs. Additionally, students will receive explicit education in anti-bullying skills.

### 3. Types of Bullying:

- **Emotional** being unfriendly, tormenting, excluding etc.
- **Verbal** teasing, name-calling, spreading rumours etc.
- **Physical** kicking, hitting, spitting, taking things etc.
- **Racial** racist taunts, making fun of culture etc.
- **Sexual** sexist remarks, unwanted physical contact etc
- **Homophobic** focussing on issues relating to sexuality etc.
- **Cyber** offensive texting and instant messaging etc.
- **Faith-based** making fun of religion etc.
- **Personal** negative comments or gestures relating to someone's disability or learning difficulties
  
- **Incitement &**
- **Bullying by proxy** getting others to bully.



#### 4. Aims:

- To reinforce that bullying will not be tolerated
- To have clear procedures for students, parents and staff to report incidents.
- To ensure that every incident is investigated.
- To monitor the documentation to establish which students are involved, when and where and act upon this information.
- To review information regularly to ensure that the policy is effective.
- To ensure that students are explicitly taught about recognising and dealing with bullying.
- To realise that due to the unique needs of each student and the variety of locations at Parkwood Hall where bullying can take place, sanctions can only be included in this policy as a guide.
- Wherever possible, to use situations where bullying has arisen as a learning experience for all involved.

#### 5. Signs and Symptoms:

Adults should be aware of these possible signs and investigate further if a child:

- doesn't want to go to school/be collected in the taxi/transport
- changes their usual routine
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens self-harm or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to under-perform in school work
- comes home or up on to house areas with clothes torn or possessions damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

#### 6. Procedures

All staff will respond calmly and consistently to all allegations and incidents of bullying at Parkwood Hall. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved. The following

step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

1. Students should be encouraged to report all bullying allegations to staff.
2. Staff will make sure the victim(s) is and feels safe.
3. Appropriate advice will be given to help the victim(s).
4. Staff will listen and speak to all children involved about the incident separately.
5. The problem will be identified and possible solutions suggested.
6. Staff will attempt to adopt a problem-solving approach which will move children on from them having to justify their behaviour.
7. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
8. Staff will reinforce to the bully that their behaviour is unacceptable.
9. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied (see next section).
10. If possible, the pupils will be reconciled.
11. An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
12. In cases of formal complaints by students of bullying, the incidents will be recorded by staff on Behaviour Watch. All BW reports are kept on electronic filing systems, with all relevant parties (including parents) being notified.
13. In serious cases parents will be invited to come into school for a meeting to discuss the problem.
14. After the incident has been investigated and dealt with, each case will be monitored by the class teacher or link worker, to ensure repeated bullying does not take place.
15. Bullying incidents will be discussed at educational and residential meetings and may be discussed at SLT
16. The SLT will undertake regular monitoring of the frequency and type of incidents of bullying, in order to identify and deal with possible trends / patterns.
17. Wherever possible, subject to constraints of confidentiality, students who have been bullied, and their parents, will be informed about the action taken with those who have been found to have done the bullying.

## **7. The following sanctions may be used:**

**Students can expect any of the following sanctions as an outcome to bullying incidents :**

- Apologise to the victim(s) verbally or in writing
- Relevant property confiscated / access denied eg mobile phone, computer access.
- Lose privileges eg. computer time.
- Lose playtimes / break / after school activities.
- Report to the Principal or a Deputy Principal (being mindful that to be sent to the Principal could be the desired attention for the bully )
- Parents will be phoned / invited into school.
- Go on a Principal's Report.
- Be removed from class and work in isolation.

- Be withdrawn from participation in school visit, clubs and events not essential to the curriculum.
- Fixed term exclusion (only by Principal)

### **8. Strategies for the prevention and reduction of bullying:**

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These can include:

- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy
- Each class agreeing on their own set of class rules
- Making national anti-bullying week a high profile event each year supported throughout the whole school.
- Raising awareness through regular anti-bullying assemblies
- PHSE (Personal, Health & Social Education) lessons
- Circle time discussions
- Interactive whiteboard activities on topical bullying issues
- Students writing stories and poems and drawing pictures about bullying
- Students being read stories about bullying.
- Using drama activities, role-plays and theatre workshops to help students be more assertive and teach them strategies to help them deal with bullying situations
- Maintaining an anti-bullying school notice board.

### **9. Training and capacity-building for staff**

All members of staff will be made aware of the promotion of anti-bullying culture throughout the school, through materials and guidance provided from time to time by the PSHE coordinator (e.g. during “anti-Bullying week”). Where relevant and available, outside trainers will be invited to lead courses for staff and opportunities for key members of staff to access external training courses will be sought and funded in accordance with the priorities of the School Improvement Plan.

### **10. Monitoring and evaluation of the policy**

To ensure this policy is effective, it will be regularly monitored and evaluated, by means of an annual review, which will be conducted by the Deputy Principal (Assessment and Standards).

Governors will be informed on an annual basis about the operation of the policy and its effect. This report will be made to the Governing Body as soon as possible after the annual review of the policy’s effectiveness.

**10. Further Sources:**

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that staff, parents and students have found useful:

<b>Name of organisation</b>	<b>Telephone number</b>	<b>Website</b>
Act Against Bullying	0845 230 2560	<a href="http://www.actagainstbullying.com">www.actagainstbullying.com</a>
Advisory Centre for Education (ACE)	0207 704 3370	<a href="http://www.ace-ed.org.uk">www.ace-ed.org.uk</a>
Anti-bully		<a href="http://www.antibully.org.uk">www.antibully.org.uk</a>
Anti-Bullying Alliance	0207 843 1901	<a href="http://www.antibullyingalliance.org.uk">www.antibullyingalliance.org.uk</a>
Anti-bullying Network	0131 651 6103	<a href="http://www.antibullying.net">www.antibullying.net</a>
Beatbullying	0845 338 5060	<a href="http://www.beatbullying.org.uk">www.beatbullying.org.uk</a>
Bully Free Zone	01204 454 958	<a href="http://www.bullyfreezone.co.uk">www.bullyfreezone.co.uk</a>
Bullying Online	020 7378 1446	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>
BBC	not available	<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>
Childline	0800 1111(helpline)	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
Kidscape	020 7730 3300	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>
NSPCC	0207 825 2500	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>

Policy written by Nick White and included in the Behaviour Management Policy

The Behaviour Management Policy was revised, updated and re-published in November 2017

## APPENDIX 4 : DEALING WITH RACIST INCIDENTS

As a multi-cultural school with an emphasis on equality of opportunity, we recognise the particularly corrosive effect that racist incidents can have on the self-esteem and confidence of individuals and groups. It is integral to our philosophy, values and mission statement that we do not tolerate racism in any form.

The definition of racism that we use is the one provided by the Macpherson report:

“A **racist** incident is any incident which is perceived to be racist by the victim or any other person”.

**Racial harassment** is defined as any form of behaviour which has the effect of intimidating, humiliating and/or undermining the confidence of a person/group of people due to their colour, nationality, or ethnic group.

It follows, therefore, that an incident of racial harassment is an action which is perceived by the victim or another person as harassment directed towards them by virtue of their racial group, nationality or religion. It should be noted that, for the purposes of legislation, Travellers and the Irish are classed as racial groups.

Racial harassment incidents should not be confused with bullying as it is not only an attack on the individual but the whole community to which they belong, because of skin colour, culture or religion. However, bullying with racial overtones is both bullying and racial harassment.

Because of the nature of our pupils, who all have moderate to severe learning difficulties, we have to ensure that our approach to the subject of racism is educational, rather than punitive. The emphasis should always be on supporting the victim and “counselling” the person causing offence. In many cases, the response can be low-level and immediate, with the member of staff who was present (or to whom the complaint was made) talking to both the victim and the person causing offence. It is very important that we make an assessment of the degree of understanding of what constitutes racism and, if necessary, teach explicitly what words and phrases should be used and not used. Where students continue to show behaviour which is racist, then the response will need to be at a more senior level and involve a higher degree of formality. The guidance which can be found on the next page: “**CHECKLIST FOR ACTIONS WHEN RACIAL INCIDENTS INVOLVE PUPILS**” should assist staff in deciding how to respond in most given situations. It must be noted that in all cases, regardless of severity, an entry on Behaviour Watch – identifying the incident as a racial one - must be completed.

**CHECKLIST FOR ACTIONS WHEN RACIAL INCIDENTS INVOLVE PUPILS**

<b>CATEGORY</b>	<b>SUGGESTED ACTIONS</b>
<p><b>(a) Physical Assault</b></p> <p><b>NB: This category may need to be dealt with under the Child Protection Procedures</b></p>	<ol style="list-style-type: none"> <li>1 Report to the class teacher or Senior Manager as appropriate - Identify if bullying is also involved;</li> <li>2 Full written report to the Principal.</li> <li>3 Report to parents.</li> <li>4 Report to the police if the victim wishes to do so. (The Crime and Disorder Act creates a specific offence of racially aggravated assault).</li> <li>5 Take necessary action to prevent any recurrence.</li> <li>6 Offer support to the victim and direct teaching to the person causing offence.</li> <li>7 Record the Racial Incident on Behaviour Watch and identify the incident as racial bullying.</li> </ol>
<p><b>(b) Derogatory name-calling, insults, racist jokes and language</b></p>	<ol style="list-style-type: none"> <li>1 Explain fully to the person causing offence that verbal racist abuse will not be tolerated.</li> <li>2 Individuals who are persistently abusive must be referred to the Principal.</li> <li>3 Consider informing parents</li> <li>4 Offer support to the victim and direct teaching to the person causing offence.</li> <li>5 Record on Behaviour Watch and identify it as racial bullying.</li> </ol>
<p><b>(c) Racist Graffiti</b></p>	<ol style="list-style-type: none"> <li>1 Any racist graffiti in the school must be reported to the Principal (If the graffiti was done by an outsider, the Police should be informed).</li> <li>2. The graffiti should be removed as quickly as possible, but may need to be photographed as evidence.</li> <li>3 Regular checks should be made and steps taken to discourage reappearance of graffiti.</li> <li>4 Record on Behaviour Watch.</li> </ol>

<b>(d) Wearing Racist Badges or Insignia</b>	<ol style="list-style-type: none"> <li>1 Staff should not permit the wearing of racist badges or insignia.</li> <li>2 Pupils wearing such badges or insignia should be referred to a senior Manager / Principal</li> <li>3 Parents should be informed.</li> <li>4 Record on Behaviour Watch.</li> </ol>
<b>(e) Bringing Racist Materials such as Leaflets, Comics or Magazines into School</b>	<ol style="list-style-type: none"> <li>1 All forms of racist literature and materials must be removed.</li> <li>2 Pupils should be referred to a Senior Manager or the Principal as appropriate.</li> <li>3 Parents should be informed.</li> <li>4 Record on Behaviour Watch</li> </ol>
<b>(f) Verbal Abuse</b>	<ol style="list-style-type: none"> <li>1 Members of staff must not ignore any form of verbal racist abuse in the school.</li> <li>2 Explain fully to the person causing offence that verbal racist abuse will not be tolerated.</li> <li>3 Individuals who are persistently abusive must be referred to the Principal.</li> <li>4 Consider informing parents.</li> <li>5 Offer support to the victim and advice and direct teaching to the person causing offence.</li> <li>6 Record on Behaviour Watch</li> </ol>
<b>(g) Incitement of others to behave in a racist way</b>	<ol style="list-style-type: none"> <li>1 Pupils should be referred to a Senior Manager or the Principal as appropriate.</li> <li>2 Offer support to the victim and direct teaching to the person causing offence.</li> <li>3 Record on Behaviour Watch.</li> </ol>
<b>(h) Racist comments in the course of discussions in lessons</b>	<ol style="list-style-type: none"> <li>1 Racist statements must not be allowed to go unchallenged.</li> <li>2 Pupils who persist in making inappropriate comments must be referred to a Senior Manager or the Principal as appropriate.</li> <li>3 Consider informing parents.</li> <li>4 Record on Behaviour Watch</li> </ol>

<p><b>(i) Attempts to recruit to racist and / or extremist organisations and groups</b></p>	<ol style="list-style-type: none"> <li>1 Report immediately to the Principal.</li> <li>2 'Recruiter' should be interviewed.</li> <li>3 Parents should be informed.</li> <li>4 Record on Behaviour Watch.</li> <li>5 Consider whether the racist or extremist organisation falls within the remit of the government's "Prevent" strategy and refer to relevant security and safeguarding agencies as appropriate.</li> </ol>
<p><b>(j) Ridicule of an individual for cultural differences, e.g. food, music, dress etc.</b></p>	<ol style="list-style-type: none"> <li>1 Members of staff must not ignore any form of ridicule.</li> <li>2 Explain fully to the person causing offence that racist behaviour will not be tolerated.</li> <li>3 Individuals who are persistently abusive must be referred to the Headteacher.</li> <li>4 Consider informing parents.</li> <li>5 Offer support to the victim and direct teaching to the person causing offence.</li> <li>6 Record on Behaviour Watch</li> </ol>
<p><b>(k) Refusal to co-operate with other pupils because of their race, colour, ethnicity or language</b></p>	<ol style="list-style-type: none"> <li>1 Explain that pupils should work collaboratively. Every pupil should have the right to be included in school activities and the school should not exclude any pupil on racial, cultural or linguistic grounds.</li> <li>2 Pupils persistently refusing to co-operate must be referred to a Senior Manager or the Principal as appropriate.</li> <li>3 Consider informing parents.</li> <li>4 Offer support to the victim and direct teaching to the person causing offence.</li> <li>5 Record on Behaviour Watch</li> </ol>



## **APPENDIX 5 - SCHOOL POLICY ON EXCLUSIONS**

### **1 INTRODUCTION**

Parkwood Hall Co-operative Academy follows the guidance contained in "Exclusion from maintained schools, Academies and pupil referral units in England" (2012) published by the Department for Education. This states:

"The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race."

The definition of a disability includes individuals with sensory impairments, learning difficulties and autism.

The above guidance is in accord with the inclusive ethos of Parkwood Hall Co-operative Academy and is reflected in the school's Behaviour Policy, of which this document forms part.

### **2 WHO IS AUTHORISED TO EXCLUDE PUPILS?**

By law, only the Principal, or a Deputy Principal acting in the Principal's absence, may exclude pupils. Anyone who is considering excluding a student should make sure that they have consulted "*Exclusion from maintained schools, Academies and pupil referral units in England*" (DfE, 2012) before starting the process. This document is available online (see footnote to this policy).

### **3 TEMPORARY (FIXED-TERM) EXCLUSIONS**

There is only one set of circumstances where individual students may be required to leave the school site as a fixed-term exclusion; namely the student has committed a disciplinary offence and it would seriously harm the education or welfare of the student or others if he or she were to remain in the school.

The decision to impose a fixed-term exclusion should be taken when alternatives have been considered and, ideally, tried and failed. These include:

- Involving parents and / or carers
- A change of class group / house area
- Additional training for members of staff in working with a particular student
- Restorative justice (whether formal or informal)
- Mediation processes (whether formal or informal)
- "Internal Exclusion" (supervised withdrawal)

#### 4 PROCEDURE TO FOLLOW IN THE EVENT OF A POSSIBLE FIXED-TERM EXCLUSION.

The DfE advise that the following factors should be considered before arriving at a decision about whether or not to exclude a student:

- Do not make a decision in the heat of the moment, unless there is an immediate threat to the safety of others or the student concerned.
- Ensure that a thorough investigation has been carried out.
- Consider all the evidence available.
- Allow and encourage the student(s) under investigation to give their version of events.
- Check whether the incident may have been provoked (e.g. by racial or sexual harassment).
- Ensure that the school's behaviour policy and equal opportunities policy are taken into consideration.
- Consider and, if necessary, consult the Race Relations Act 1976 (amended) and the Disability Discrimination Act 1995 and ensure that the school's duty to promote equality is maintained.
- If necessary, consult others – but not someone who may later play a role in review or appeal processes (e.g. member of governing body).
- Consider the likely impact on the individual and their parents/family of a fixed-term exclusion (this would include considering an internal exclusion as an alternative).

It is very important to keep a written record of actions taken, along with signed & dated statements from members of staff and, where possible, from students.

The standard of proof required is “the balance of probabilities”. This means it is not necessary to prove the case beyond all reasonable doubt, but it requires the widest possible evidence base in order to arrive at a considered judgement. The relevant evidence may include information about the student's past behaviour record.

N.B. It should be noted that **informal and unofficial exclusions are illegal** – even with the agreement of the parent(s) or carers.

#### 5 LENGTH OF FIXED-TERM EXCLUSIONS

Evidence from Ofsted suggests that short fixed-term exclusions, in the region of 1 -3 days, are the most effective. Periods longer than this can make it harder for the student to re-integrate into the school. If a student is excluded for 6 days or longer, then the school must provide suitable full-time educational provision from, and including, the 6<sup>th</sup> day of exclusion. No student may be excluded for more than 45 days in a single year or 15 days in one school term.

## 6 PROCEDURES TO FOLLOW IN THE EVENT OF A FIXED-TERM EXCLUSION.

a) The strictest level of confidentiality must be maintained at all times, with information controlled on a “need to know” basis.

b) Parents / carers should be informed immediately, ideally by telephone - which must be followed by a letter.

c) The letter must state:

- The period of the exclusion
- The reasons for the exclusion.
- The school days on which the parent must ensure that their child is not present in a public place during school hours without good reason, and the liability to prosecution if this is breached (under 16s only).
- The arrangements for setting and marking work, including the parental responsibility for ensuring that the work is completed and returned to school.
- The arrangements for a reintegration interview (date, time and location).
- The parent’s right to see and have a copy of the student’s record upon written request to the school.
- The date and time when the student should return to school
- The name and telephone number of a Local Authority officer who can provide advice and
- The telephone number and website address of the Coram Children’s Legal Centre, which is an independent national advice centre that offers information and support on state education, including on exclusion from school. They can be contacted on 08088 020008 or at [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com).

d) Notify the Chair of Governors, Libby Blake or, in her absence, Vice Chair, Bob Walkington.

e) Notify the relevant Local Authority.

g) Ensure that appropriate work is provided for the duration of the exclusion, which should be sent home with the student – or by first class post to arrive the next day.

## 7 REINTEGRATION INTERVIEWS

The purpose of this meeting is to:

- Review the reasons for the fixed-term exclusion and the behaviour which was at the core of the incident(s) which led to the exclusion.
- Give the student and their parent(s)/carer(s) the opportunity to comment on the incident(s).
- Set clear expectations in respect of future behaviour.
- Explore opportunities for home and school to work together in order to minimise the risk of further incidents.

- Consider what modifications might be needed to the student's timetable etc. so that they are supported in their efforts to behave correctly.
- Try, as far as is possible, to bring about a successful reintegration of the student into the school.

Wherever possible, the meeting should involve the Principal and the Student Liaison and Inclusion Manager (SLIM). The outcomes and action points of the meeting should be recorded in writing and copies provided to the parent(s)/carers within 48 hours. For older students, it may be appropriate to draw up a behavioural contract, which they should sign.

## **8 APPEALS, PERMANENT EXCLUSIONS AND OTHER ISSUES (E.G. REQUIRING A STUDENT TO LEAVE THE PREMISES ON MEDICAL GROUNDS, CRIMINAL INVESTIGATIONS, ETC.)**

Because of the complexity of the law and the guidance on these issues, no action should be taken until the guidance\* (DfE, 2012) has been read and taken into consideration.

\* *"Exclusion from maintained schools, Academies and pupil referral units in England"*

(DfE, 2012) – available from:

<https://www.gov.uk/government/publications/school-exclusion>

Additional sources of information and statutory guidance are available at:

[\*School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012\*](#)

[\*The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014\*](#)

## **APPENDIX 6 - STRATEGIES TO SUPPORT THE PREVENTION AND EFFECTIVE MANAGEMENT OF INCIDENTS AND ACCUSATIONS OF SEXUAL HARASSMENT**

### **INTRODUCTION:**

Sexual harassment is defined in the Equality Act 2010 as follows:

*“Unwanted conduct of a sexual nature which has the purpose or effect of violating someone’s dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.”*

Examples can include indecent or suggestive remarks, unwanted touching, requests or demands for sex, and the dissemination of pornography.

It is widely accepted that children and adults with learning difficulties are much more likely to be the victims or the alleged perpetrators of sexual harassment. It is our duty, therefore, in line with our core values, to develop positive preventative strategies to reduce the risk of this happening, both within school and away from school. In the words of Krohn<sup>2</sup> (2014):

*“It is unconscionable that the students most vulnerable to exploitation are also least informed about sex and an important array of associated issues”*

(N.B. This policy uses the terminology “victim” and “perpetrator” throughout. This is for consistency and is not intended in any way to imply the state of mind or intent on the part of those who are sometimes referred to as either “harassed” or “harasser”.)

### **CORE VALUES:**

This policy relates to the school’s core values as follows:

- |         |   |
|---------|---|
| CAN-DO  | We aim to build students’ independence so that they can lead fuller, safer lives. In relation to sexual harassment, this means understanding and demonstrating what is acceptable social behaviour and what is not.   |
| NURTURE | Our students are particularly vulnerable and we need to ensure that we are able to keep them safe and teach them how to keep themselves safe. This latter goal sometimes means exploring the balance between what is safest practice and exposure to graduated risks. |

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<sup>2</sup> Krohn J (2014) Sexual Harassment, sexual assault and students with special needs: crafting an effective response for schools. <http://scholarship.law.upenn.edu/cgi/viewcontent.cgi?article=1163&context=jlasc>

OPTIMISM	We encourage students to reflect on and learn from their experiences and use them as a platform for future development. In relation to sexual harassment, this means understanding things like the difference between “flirting” or “fancying” someone, and making unwanted advances.
RESILIENCE	Students are encouraged to identify and express how they feel in different situations, leading to an improved ability to advocate for themselves and to understand and respect the feelings of others.
LEARNER- FOCUS	We consider the present and future needs of our students and make sure that everything we do is in their best interests.
CO- OPERATIVE	We work together, for mutual benefit and to serve our community. We believe in the value of education in enabling all to grow and to become more self-reliant.

## **PREVENTIVE MEASURES – SPECIFIC EDUCATIONAL APPROACHES**

Young et al <sup>3</sup> (2008) identified a need for students with cognitive and social development difficulties to have direct instruction in what is and what is not acceptable behaviour. They went on to recommend that:

- Activities should be concrete and include multiple examples with clear guidelines.
- Role-play can reinforce clear definitions of acceptable & unacceptable behaviour.
- Verbal and non-verbal interaction should be included.
- Both sides of the behaviour should be explored (victim and perpetrator)
- Teaching should be spread throughout the year and not confined to a one-off session or block of sessions.

The same issues should be explored in the residential setting with boarders. They are likely to have more complex needs and more likely to be Looked After Children where issues of attachment may add an additional layer of complexity.

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<sup>3</sup> Young et al (2008) Sexual Harassment among Students with Educational Disabilities: Perspectives of Special Educators. Available from Research Gate (requires registration)

<https://www.researchgate.net/>

There is a growing range of resources for teaching students with intellectual disabilities about social communication and aspects of sex and relationship education (SRE). A short list of some resources (all of which are available in the school) can be found at the end of this Appendix.

We recognise that, for many teachers and other educators, teaching about SRE and related matters can be challenging, especially with students who have limited intellectual and communication abilities. Nevertheless, it is just as important for us to teach them about social and physical boundaries as teaching them how to use leisure facilities (for example). Indeed, if they are encouraged to use leisure facilities without also receiving instruction on how to keep safe and follow accepted norms, they could be at risk of being the victim or alleged perpetrator of sexual harassment or abuse.

## **HELPING STUDENTS TO FIND THEIR VOICE**

Our starting point for all our students is that they have a right to attend school without fear of harassment of any kind. We need to find ways of facilitating them letting us know about things which cause them concern, discomfort or distress. For some this may consist of telling us if they are the subject of unwanted attention, or for others talking through with an adult what it means to like someone, and where the boundary between “fancying” and “stalking” lies.

The role of the Speech, Language and Communication Therapy team is central to the goal of helping every student develop an ability to share their feelings and views with us, and there are some specific strategies which can be used for less verbal students; such as the use of “talking mats”.

Non-verbal students present the greatest challenges and we have to use all our ingenuity, instinct and detailed knowledge of our students to recognise when they are in distress or discomfort, or developing behaviours which might become problematic as they grow older (e.g. trying to cuddle or hug adults or other students).

## **RESPONDING TO INCIDENTS**

All incidents, no matter how “trivial” they may appear, should be reported confidentially using the school’s Behaviour Watch system. Examples of behaviours which are at risk of being overlooked include:

- Use of sexually explicit language when talking to, talking about, or talking in front of, other students.
- Touching other students (including touching which is not in an area normally considered as sexual, but which is still unwelcome)
- Commenting on more than one occasion on how attractive another student is (especially if this is in front of the student).

- Becoming “fixated” on a particular student (which may be experienced as stalking, but which should be reported even if the other student appears to like the attention).

A member of the Senior Leadership Team will review the report on Behaviour Watch and determine whether the incident needs to be referred to the school’s Designated Safeguarding Lead. If it is referred to the DSL then he or she will have to decide whether the incident should be reported to an external agency (e.g. Police, Local Authority Designated Officer (LADO) or a social worker). Measures will need to be put in place to support the victim and the perpetrator during the referral process and beyond. There is very detailed guidance from the government which is available at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/667862/Sexual\\_Harassment\\_and\\_Sexual\\_Violence\\_-\\_Advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/667862/Sexual_Harassment_and_Sexual_Violence_-_Advice.pdf)

A useful summary of the key points of this advice is available at:

<https://seainclusion.co.uk/tag/sexual-violence/>

Any report on Behaviour Watch, and the subsequent action, must be treated with the highest level of confidentiality, both for the victim and the perpetrator. Sometimes it may be necessary to put strategies in place to ensure they do not come into contact with one another; this should be done with care and discretion. Furthermore, any student reporting an incident (or drawing attention to it via non-verbal means) should have their concerns treated seriously and receive a similar level of respect for their right to confidentiality and support.

For incidents which fall short of an external referral, Young et al recommend that all educators (i.e. teachers, TAs, STAs, HLTAs and residential staff) should start by responding with corrective teaching, coupled with opportunities for positive practice of appropriate skills. This is in line with Rob Long’s “mantra” of “Behavioural mistakes are learning opportunities” and accords with our core values. The resources listed at the end of this appendix will be of assistance here. As with our anti-bullying policy and our strategy for dealing with racist incidents, the starting point is to educate and help students build an understanding of the issues involved, together with learning socially acceptable behaviour and why certain forms of behaviour are unacceptable or illegal.

## **TRAINING AND CPD FOR STAFF**

This strand of the school’s positive behaviour policy and strategy requires a significant shift in the thinking and practice of many of our teachers and educators. In the past there has been a tendency to see SRE as the remit of the School Nurse; and while he or she will continue to have an important role to play, we will all have to feel confident that any one of us can help our students to develop the knowledge, skills and confidence to keep themselves safe, and to voice any concerns or misconceptions they may have.

The school’s CPD programme must include training opportunities for all staff, over time, to feel more confident and equipped to make SRE and the systematic teaching of appropriate social



behaviour an on-going part of their curriculum planning. This should include, but not be confined to: short courses, INSET days, twilight sessions and discussions at staff meetings, as well as sharing ideas and good practice.

## **KROHN'S SUGGESTED FRAMEWORK FOR SCHOOLS:**

### A. Education for Vulnerable Students

- A key tactic for empowering students with special needs to fend off unwanted sexual comments and contact is improving sex education.
- Schools should also use education to enable students to identify and alert an appropriate adult to incidents of sexual harassment and assault;
- ensuring that students are provided with enough information to distinguish appropriate and desirable comments from that which is inappropriate and unwelcome.

### B. Social Inclusion for all students in the school

- Ensure that students with SEN are not socially isolated or excluded, so that they may be better supported by their peers.

### C. Train staff to identify students experiencing harassment and assault and who may have difficulty reporting.

- At Parkwood, this means looking for signs that they may be unhappy or distressed (e.g. changes in behaviour) and involving SaLT colleagues and other therapists to find ways of giving them a voice.

### D. Instruct staff to supervise vulnerable children and punish those who fail to do so.

- Our residential education staff have a clear framework for "active supervision". This must be extended to all staff. Failure to follow the framework is a potential breach of the staff disciplinary code.

### E. Require teacher intervention (includes all support staff)

- Teachers (and all other staff) must be instructed that they have a duty to intervene when any kind of sexual harassment or misconduct is occurring with their knowledge – no matter how "low level" it seems.

### F. Refrain from (inadvertently) punishing complainants

- For example, if a student complains about the behaviour of another student and the decision is taken to place one of them in another class, or separate them in some other way, it should not be the complainant who has to move.

**Resources:**

Books available in school to support SRE and PSHE teaching:

*Things Ellie Likes: A book about sexuality and masturbation for girls and young women with autism and related conditions (Sexuality and Safety with Tom and Ellie),* Kate E. Reynolds

*What's Happening to Ellie?: A book about puberty for girls and young women with autism and related conditions (Sexuality and Safety with Tom and Ellie),* Kate E. Reynolds

*What's Happening to Tom?: A book about puberty for boys and young men with autism and related conditions (Sexuality and Safety with Tom and Ellie),* Kate E. Reynolds

*When Young People with Intellectual Disabilities and Autism Hit Puberty,* Freddy Jackson Brown

*The Incredible 5-Point Scale: The Significantly Improved and Expanded Second Edition,* Kari Dunn Buron

*Social Skills Activities for Secondary Students with Special Needs (Jossey-Bass Teacher),* Darlene Mannix,

*Sexuality and Relationship Education for Children and Adolescents with Autism Spectrum Disorders,* Davida Hartman

*A 5 is Against the Law!,* Kari Dunn Buron

*An Exceptional Children's Guide to Touch: Teaching Social and Physical Boundaries to Kids,* Hunter Manasco

*Ellie Needs to Go: A book about how to use public toilets safely for girls and young women with autism and related conditions (Sexuality and Safety with Tom and Ellie)* Kate E. Reynolds

*Tom Needs to Go: A book about how to use public toilets safely for boys and young men with autism and related conditions (Sexuality and Safety with Tom and Ellie),* Kate E. Reynolds

*Things Tom Likes: A book about sexuality and masturbation for boys and young men with autism and related conditions (Sexuality and Safety with Tom and Ellie),* Kate E. Reynolds

## **APPENDIX 7 - HOMOPHOBIC BULLYING**

Homophobia is the dislike, fear or hatred of lesbian and gay and bisexual people. It is often used to describe prejudice towards transgender people too.

Homophobic bullying is when a young person's actual or perceived sexual orientation/ gender identity is used to exclude, threaten, hurt, or humiliate him or her. It can also be more indirect: homophobic language and jokes around the school can create a climate of homophobia which indirectly excludes, threatens, hurts, or humiliates young people.

Homophobic bullying relates to a defining element of a person's identity, targeting his or her 'inner being'. It is similar to sexist bullying or racist bullying in this way. Young people's sexual orientations or gender identities are not a choice but an innate part of who they are. Bullying on these grounds is an example of prejudice-based bullying.

Any young person can be homophobically bullied, whether they are LGBT or not. Sometimes young people can be homophobically bullied because others think that they are LGBT, because they have LGBT family or friends or often because they are seen as different or not conforming to traditional gender stereotypes – not a 'proper boy' or a 'proper girl'.

### **Homophobic bullying can include some of the following behaviours:**

- name calling, rumour spreading and gossip about a young person's sexual orientation or gender identity
- using threatening homophobic language or behaviour
- physical or sexual assault based on someone's perceived sexual orientation or gender identity
- not letting someone join in with activities and games because of their perceived sexual orientation or gender identity
- stealing from someone because of their perceived sexual orientation or gender identity or damaging their property with homophobic graffiti
- using email, texts or online technologies to threaten someone or spread rumours about someone's sexual orientation or gender identity
- 'outing' or threatening to 'out' someone as lesbian, gay, bisexual or transgender to their peers, teachers or family.

### **Homophobic bullying is not:**

- acceptable
- inclusive
- character-building
- a normal part of growing up
- a normal part of being lesbian, gay, bisexual or transgender
- the fault of the person being bullied
- a positive way for young people to live, grow up and learn

Homophobia can force young people to act in certain ways to appear 'macho' if they are male or 'girly' if they are female. Sometimes young people feel compelled to consciously or

unconsciously prove that they are not LGB or T. This limits their individuality and self-expression.

**Challenging homophobia and homophobic bullying is:**

- The responsibility of everyone who wants to be part of the school community in which all students are supported and included.
- It is the responsibility of teachers and other members of school staff under the leadership of school senior management.
- It is the students' responsibility as well. Although this can be difficult, they can be enabled in this through accurate information, support and encouragement from school staff and a range of anti-homophobia work in the school from which to learn.

**We will support the student by:**

- Reassuring them that we will take it seriously and seek their views on what happens next.
- Not taking any action without the permission of the young person.
- Reinforcing that bullying is always wrong, that homophobia is always wrong and that it is not their fault.
- Praise the young student for talking to staff.
- Assure the student of our support and of their confidentiality, unless you believe that they are at risk of harm.
- Do not suggest that the bullying would not happen if the student altered some aspect of their dress or behaviour.
- Be open to discussing the student's sexual orientation or gender identity.
- Don't ask the student if they are LGBT, and do avoid making assumptions about their sexual orientation or gender identity – it is the homophobia and homophobic bullying which needs to be challenged, not the student.
- Consider any additional support or information which the student might require and how you can arrange access to it.

Homophobic attitudes can be firmly embedded and changing these attitudes can take a long time. The most effective way of doing this is not only through reactive individual discussion, but through proactive activities around the school which make clear that homophobia is unacceptable, and that LGBT students, staff and visitors can expect to be welcomed and supported. Examples include inclusion of these issues in policy and opportunities during lessons.

**APPROVAL**

This Policy was written for Parkwood Hall Co-operative Academy and will be reviewed by the Curriculum and Strategy Committee on a 2-yearly cycle and must be signed.

Policy Reviewed:	3/1/18
Next Review:	3/1/20
Signature of Governor:	Signature of Principal:
Date:	Date:

Version and Date		Action/Notes
1.0	3/1/18	Changed name to 'Positive Behaviour Policy'
2.0	29/3/18	Addition of Appendix for Sexual Harassment and Homophobic Bullying
3.0		