

Behaviour Policy

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Part 1

1 - Purpose

To ensure students are supported in line with their needs and that challenging behaviour is managed in line with government and local legislation, guidance and policies.

This policy details Woldale School Ltd (Woldale School) commitment to the management of challenging behaviour, proactive and reactive strategies for supporting students and how the school aims to reduce the use of restrictive interventions.

The policy also contains procedures for staff regarding the reporting and recording of incidents and use of restrictive interventions (both physical and environmental). The procedures also detail how the Inclusion Manager will store and utilise this information for the good of the school and its beneficiaries.

The policy and associated documents accounts for the difficulties faced by pupils at Woldale School such as Autism, Attention Deficit Hyperactivity Disorder and Social, Emotional, and Mental Health difficulties. The purpose is to provide a legislation and guidance compliant framework that sets out how Woldale School will plan for and respond to instances of challenging behaviour, including the reporting and recording and use of Restrictive Interventions (both physical and environment) including the use of Reasonable Force. This policy and supporting documents will be created in line with the Independent School Standards and the Education Inspection Framework to ensure that they not only support the behavioural development of students at Woldale School but also the students’ access to their curriculum.

Throughout this policy there will be reference to the phrase “challenging behaviour”, this is defined by Woldale School as any behaviour designed to cause disruption, fear, harm or distress to others, or behaviours that are considered to be contrary to established social conventions. These behaviours exist on a spectrum of both their frequency and intensity which means that one pupil their low-level behaviour may be another student’s crisis level incident.

It is the responsibility of all staff at Woldale school to know and understand how to implement the behaviour policy and the associated formalised systems attached in the

appendices. Concerns over the implementation or contents of this policy should be directed to the Inclusion Manager in the first instance or the Head of School for review.

2 - Positive behaviour outcomes

At Wolfdale School we aim to promote positive behaviour and support students to improve/modify negative or challenging behaviour. We recognise that due to the difficulties students at Wolfdale School face that crisis behaviour for one student may manifest differently to another.

Therefore, we commit to the provision of an individualised Positive Support Plan (PSP) for each student at Wolfdale School. These plans will detail known behaviours and effective responses for staff to support a student through the 6 stages of conflict (Anxiety, Defensive, Crisis, Recovery, Depression and Follow Up). It is anticipated that with these plans staff will be better equipped to recognise triggers and low-level behaviour and support a student to avoid crisis level behaviour. Staff are encouraged to utilise creative ways to implement the strategies of the PSPs to ensure that multiple de-escalation techniques can be effective in responding to incidents, as Wolfdale School does not believe the use of one single strategy in response to challenging behaviour provides a healthy, sustainable or positive outcome for the development of behaviour. This may mean that at times reasonable adjustments must be made to support an individual student during and after an incident. The PSPs also serve as a form of risk assessment for each child which is continuously reviewed and updated as an outcome of significant incidents. The PSP will be made available to funding authorities, social workers and parents upon request, prior to Education Health and Care Plan reviews to ensure that school approaches in responding to and managing challenging behaviour are agreed with invested parties and replicated beyond the school gate.

The PSP is one way in which Wolfdale School is committed to the reduction in use of Restrictive Interventions (RI). Wolfdale School also recognises that analysis of incident information so that strategies and approaches can be enacted in future is another way in which the need for RI can be reduced.

Following the use of RI staff will be required, by Wolfdale School, to record this in the Bound and Numbered book, the Inclusion Manager will use the information detailed within this to further develop strategies to avoid repeated use of RI.

Staff will receive training in both Autism and strategies to support individuals during each stage of an incident and will be equipped to identify and respond to potentially challenging situations with greater efficacy. It is anticipated that with this, students will be supported in a way that suits them and reduces the incidences of challenging behaviour, and the need for restrictive interventions.

Careful consideration will also be given to the school's logistics and deployment of staffing to ensure that students are appropriately supported by proactive, knowledgeable and highly

skilled staff. At times this staffing may be tailored to suit the needs of the student and if necessary, provide time away from conventional classroom settings to deliver the curriculum in a more bespoke way that supports their social, emotional and behavioural development.

3 - Reflecting on behaviour

Following an incident of challenging behaviour students will be encouraged to Reflect on what occurred. This process is an essential part of the 6 stages of crisis that helps with the emotional and behavioural development of individuals. The process will differ for each student based on their needs but ultimately the aim is to engender an understanding of an individual's behaviour, the impact it has on those around them and to provide a toolbox of strategies for an individual to use to avoid repeated incidents. It is widely accepted that students who can improve their ability to cope and respond to situations they find challenging have improved levels of resilience and self-confidence.

This supports the overall aim of the policy to improve the personal development of students at Woldale School and enable them to participate in open discussion about topics such as theirs, or their peer's behaviour in a supportive and positive way.

The school also recognises that the Reflection process is a key time to tackle an individual's perceptions or views that may manifest as challenging behaviour or safeguarding reportable issues if left unchecked. Where a concern has been raised and this is addressed through a reflection process that information will be recorded and held with the original concern to support Woldale School's commitment to safeguarding and responding to challenging behaviour.

4 - Use of Independent Learning

At times, a student's behaviour may require the use of independent learning. This measure of support is used to ensure the safety of the student, staff members involved and other's witness to the incident and give time away from peers to support learning.

Independent Learning may only be used for the following purposes:

- To ensure the safety and wellbeing of an individual or other people.
- To allow the student time to calm down and reflect on his/her behaviour following an incident
- To prevent and/or diffuse any behaviour prejudicial to maintaining good order and a calm environment

Independent Learning should be both reasonable and proportionate to the risks and behaviours concerned, taking into account the young person's history in similar circumstances. It should also be remembered, however, that the school has an equal duty of care to other persons in the school and a young person should not be allowed to return to normal groups/lessons while a reasonable possibility of harm to anyone exists.

Independent Learning may only be operated under particular conditions:

- Students must be monitored at all times while in Independent Learning
- No student must be kept on Independent Learning longer than absolutely necessary
- A member of staff must offer the student an opportunity to discuss the situation in Independent Learning at regular intervals in order to establish whether they are willing and/or able to return to their usual place of learning

The use of appropriate Independent Learning may be built into a student's written Positive Support Plan (PSP), along with an appropriate risk assessment identifying the benefits and risks associated with Independent Learning for the young person concerned. Where necessary, the school may record incidents/details of time away in order to observe trends and make helpful revisions of procedures and practice with regard to the school as a whole or for individual students.

Students who are placed in independent learning will be supported by a staff member and encouraged to reflect on the incident, to encourage and foster growth and wellbeing and to help students take responsibility for their actions.

Whilst students are working or calming in independent learning, they will be allowed access to the toilet or eat and drink as necessary.

5 - Team Teach

Wolfdale School is committed to ensuring that where challenging behaviour occurs staff are adequately equipped to de-escalate such occurrences. To this end Wolfdale School employs two intermediate level Team Teach Tutors who in turn can train other Wolfdale School employees up to Basic 12-hour Team Teach training. This covers a mixture of law, de-escalation techniques, interactive activities, disengagement techniques and restrictive interventions.

Staff will be required to complete the bound and numbered book when they have utilised restrictive interventions and report this information to either the Senior Support, Inclusion Manager or Head of school.

Use of restrictive intervention (any Team Teach hold over a guide or breakaway technique) will be communicated at the earliest opportunity to Parent/Carer and in some instances Social Workers.

Staff are trained to utilise the most reasonable intervention proportionate to the situation and only when necessary, I.E. other options or strategies have failed to de-escalate the situation, or the risk presented is continuing to escalate.

6 - Reasonable Force in line with Team Teach

On occasion staff may require the use of reasonable force to maintain good order and discipline as well as to safeguard the student(s) from potentially harmful situations.-

Staff are trained in the use of Team Teach positive handling techniques, however there may be situations that arise where a staff member must act outside the realm of their training to safeguard students/staff/members of the public from harm, this may incur the use of physical force or restriction to achieve this aim. Where this has occurred, staff will be required to complete the Bound and Numbered Book and inform the Inclusion Manager, further information may be sought by the Inclusion Manager to ensure best practice has occurred.

When using reasonable force staff are only to apply the proportionate amount of force that is reasonable given the situation that has arisen, only for as long as is necessary. This applies to both the use of Team Teach interventions as well as interventions deemed to be the application of reasonable force.

Ultimately, as part of the delivery of Team Teach training staff are advised in how to use and apply Reasonable Force where the provisions of this training would not be adequate. Reasonable Force will always be used following dynamic risk assessment from the staff involved to ensure safety and reduction of the risk of harm. Staff must, when recording the use of reasonable force, provide accurate description and details of the measure taken to ensure clarity and allow for school leadership to plan to mitigate a reoccurrence of the issue in future.

As per the section *use of independent learning* staff who utilise environmental restriction, such as holding a door closed during a student's escalating behaviour, a senior member of staff (Senior Support, Inclusion Manager, Head(s) of School, DSL/DDSL) should be contacted to monitor the situation and provide support and guidance.

There may be times where an incident involving a student engaged in use of Restrictive Intervention or reasonable force, that a judgement is made regarding ending the student's day early. The system found within the procedures section of this policy details the process by which this decision must be made, and how Wolfdale School will respond to such situations.

7 - Violence against staff

Staff at Wolfdale School are trained to identify and respond to instance of escalating and challenging behaviour, using the Team Teach approach to positive handling and behaviour support. At times, however, students may display aggressive or violent behaviour toward staff. Wolfdale School acknowledges that due to the difficulties faced by students with Autism, ADHD or SEMH, behaviour is a form of communication, however violence against staff will not be tolerated. This form of communication is to be supported, understood and minimised to allow the student's greater capacity to communicate discomfort, distress, desire etc in a more suitable way.

Violent behaviour toward staff will trigger a review of the student's Positive Support Plan, consideration for deployment of staff working with the student and a debrief with both staff and student (where possible) involved. Where violent behaviour is sustained Wolfdale School leadership (relevant managers and leads, Head of school, deputy head, Senior

Support and class teachers) will meet to discuss an action plan moving forward to reduce the risk of recurring behaviours. This approach will then be reviewed following an agreed upon implementation period. Certain students, after sustained behaviours toward staff, may be subject to a risk assessment that identifies key behaviours of need, and the schoolwide strategy to responding to such behaviours.

Parents/carers and relevant external professionals will also be kept aware of such issues to ensure a consistent approach and agreement regarding planned responses to violent behaviour toward staff.

Violence that causes significant injury, such as requiring admission to hospital or prolonged period of injury may result in greater level of response and input from the school to support both the student and staff member involved, to be assessed on an individual basis.

8 - Notifying parents of significant incidents, use of Restrictive Intervention or reasonable force

Where there has been an incident with significant impact on a student, that may or may not have been responded to with the use of Restrictive Intervention or reasonable force the school will endeavour to notify parents/carers where deemed appropriate and safe to do so.

This will be conducted by either a phone call from the school to inform parents of the issue and any subsequent actions taken or required or may be passed to parents at the end of the school day. This communication should then be recorded as having taken place and stored in the student's individual information files, or on SchoolPod. As part of ensuring consistency between school and home the school may advise parents on what action or responses has been taken and what may be required as the next step in the process for helping the student develop. The school will never encourage parents to engage in corporal punishment as a response to challenging behaviour, rather seek to help parents understand the behaviour of the child and suitable approaches to support their personal, social and emotional development.

9 – Absconding

Given the nature of the difficulties students at Woldale School face it is anticipated that at times situations may trigger students to leave staff supervision and the learning area, or abscond from the school site.

Students (are staffed to) receive high level of supervision at all times across multi sites, so it is necessary to have a systemised response should a student leave staff supervision, abscond from one of the school sites, whilst accessing the community (whether that be by means of) or when accessing public (transport) or school/staff transport.

Student leaving staff supervision, but remain onsite:

- Staff inform Inclusion that the student has left the learning area and is unsupervised. (Anstey Site main number 0116 235 5600 called to inform of student leaving staff supervision if inclusion not available)

- The area is searched – Class teacher/session lead, relevant staff and inclusion informed when found.
- Staff and Inclusion inform DSL
- Incident report written
- Parents informed by Inclusion/DSL.

Student leaving site:

- Direct phone call to Main Anstey Site to inform of student leaving site and supervision.
- Inclusion, DSL, class teacher/session lead, relevant staff informed via main office
- The area is searched – class teacher/session lead, relevant staff and inclusion informed when found
- If not located after 20 minutes, the lead DSL will organise communication with the Police
- Incident report written
- Parents informed

All decisions will be (inline) reflective of support identified within Students Positive Support Plans (PSP) & Risk assessment

10 - Searching and confiscation

Please see Page 9 for the full Searching, Screening and Confiscation Policy

Wolfdale School staff, authorised by the Head teacher (Sachin Dogra), where there is cause for reasonable suspicion, reserve the right to search a student for prohibited items, or confiscate belongings which are harmful or detrimental to school discipline. Consent for a search should be sought in the first instance. If a student does not offer consent a search can only take place to search for items that are prohibited by law or by the school's rules, these articles are detailed in appendix (i) attached to this policy.

Upon commencing search of a student, whether consented or not, a student should be treated in line with Article 8 of the European Convention on Human Rights (ECHR) and should be given a reasonable level of privacy, any interference with Article 8 must be reasonable and justified. In most circumstances the gender of the student will determine the gender of the staff conducting the search and another staff member, preferably of same gender, will be present to witness the search. However, there may be occasions where this isn't possible due to immediate risk of harm or offence. In those situations, staff must contact the Head of School, Deputy Head or Inclusion Manager as soon as safe to do so and inform of the action taken. This is then to be recorded on a general information report, clearly titled Search, irrespective of the outcome of the search. This document will be stored in the student's personal file at Wolfdale School.

11 - Discipline beyond the school gates

Due to the nature of the difficulties faced by students at Wolfdale School it is the intention of the school to ensure that any disciplinary measures taken are reasonable to the context

of the incident and take place as soon as is practicable. However, there may be circumstances where the school is compelled to enact disciplinary measures against a student where there has been misbehaviour outside of the school and its normal operating hours, which may adversely affect, or diminish the orderly running of the school. This also accounts for instances where students are on school activities such as Work Experience placements or trips. Such instances will be considered on their individual merit and the decision to respond to such situations will be made by the Head teacher, Inclusion Manager and Senior Support. The Directors will be informed of the decision to take disciplinary measures and involved in further decision making. This will be recorded as part of the actions taken and held with the incident information. Following such steps, a review of the impact will occur after a period accounting for parental views, those of staff working closely with the individual and further behaviour data since the incident occurred.

12 - Rewards and Consequences

Wolfdale School recognises that students may at times be responsive to the use of rewards and Consequences as determined by their behaviour.

Staff will be empowered to issue rewards and Consequences to students based on the context of a situation, provided that doing so is lawful and compliant with policy and legislation. Strategies to address challenging behaviour will be detailed within the student's individualised PSP however at times it may be appropriate for the school to impose a consequence on a student. A list of possible Consequences can be found in appendix (ii). This list is not exhaustive but sets the framework for Consequences enshrined in UK law.

Responding to certain instances of challenging behaviour may, at times, warrant the use of a consequence. Typically, the response, henceforth referred to as a Consequence, will be linked to the behaviour. For example, if a student absconds, they may not be able to go offsite until a Reflection process has been completed to discuss the behaviour and whether the student can display safe behaviour in future. Other responses may include the use of detentions during lunch or break or other Consequences that can be found in Appendix (ii). Duration of a consequence will largely be determined by the severity of the incident for example low-level disruption may incur a 2-5 minute detention, refusal to complete work however, may require as long as necessary for the student to complete the required work. Where possible staff will also communicate with parents/carers and possibly other invested parties such as social workers where a Consequence has had to be put in place.

Whilst under a consequence the student will be offered the opportunity to reflect on the incident and be able to access emotional support. Staff are to record instances of Reflection so Wolfdale School can evidence personal development for students.

13 - Exclusions

Typically, Wolfdale School will not seek to exclude or exclude students as a response to behaviour, unless the behaviour is deemed to be sustained over a period of time where appropriate support and post incident reflection has occurred, reportable as peer-on-peer

abuse under safeguarding regulations, or where the behaviour presents significant risk of harm to the individual involved or others, for example violating Health and Safety rules of the school.

It is understood that overall it is safer for a student to be in school rather than be excluded and where possible Wolfdale School will make the necessary adjustments to accommodate a student being within school and supported. Adjustments may include independent learning at one of the school sites, an adapted timetable or any other adjustment deemed necessary to accommodate the student. There may be times where the school deems a exclusion or in extreme circumstances an exclusion to be an appropriate measure. In such circumstances the school will initially gather evidence relating to the alleged incident and then, in conjunction with the Head of School, Inclusion Manager, Senior support and Directors, make a decision on whether to exclude and the length of time for which the exclusion is in place. During the exclusion contact will be made between home and school to keep links in place with the student and if the exclusion is for an extended period the school will organise a home visit to plan for reintegration to school.

The school may also consider, in agreement with parents and other invested parties such as social workers etc, longer term adjustments where the student continues to display challenging and unsafe behaviours and the response from school has not been met with forward progress in de-escalating the student to a point where they can safely engage in education. As an option, this will only be explored where other approaches have not had the desired impact and where agreement can be made between school, parents and external parties on a way to safely move forward in supporting the student.

14 - Anti-bullying strategy

Please refer to the Wolfdale School Anti-Bullying policy and Safeguarding policies for Wolfdale School's full anti-bullying strategy.

In short, the School commits to involving Staff, Students and Parents in fostering a safe and supportive environment at all of Wolfdale School's sites. Any incidents and concerns are to be logged and reported to School leadership. Both victim and perpetrator will be provided support throughout the school's intervention, as will staff involved in the process.

Due to the high ratio of staffing to students at Wolfdale School all staff who have contact with students are to be vigilant for the signs of bullying as detailed in the Anti-bullying and Safeguarding policies, and respond in accordance with these policies.

Peer on peer abuse, whether sustained or an isolated event will be managed in accordance with the Anti-Bullying Policy, Safeguarding Policy, Legislation and Guidance as well as the Behaviour Policy and procedures associated.

15 - Mobile Phone and Devices

Students are required to hand in their devices (Mobile Phone, Tablets, Head phones, etc) to a member of staff no later than 9:20am. Devices will be kept locked away until 12:20pm,

when they will be made available till 12:50pm during lunchtime. Devices will then need to be returned to the staff immediately and kept safe till the end of the school day.

- 9:20am – All Devices handed in to staff and locked away
- 12:20pm to 12:50pm – Devices made available to students during lunchtime
- 12:50pm – Devices handed in to staff and locked away
- 2:50pm – devices returned to students

In the result of a student not engaging in the device plan outlined above, School sanctions will be followed and parents called to collect the devices.

We hope this positive device plan, aids and supports the students with making positive choices and provides a structure students can follow and know is consistent.

16 - Uniform

The expectations on what is worn during school time does not change and the following uniform requirements are in place:

- Dark trousers or shorts to be worn
- Dark shoes/trainers (branding is dark)
- Either a Woldale polo or t-shirt is worn
- No hoodies or branded items of clothing allowed at anytime
- Coats to be removed when inside
- Uniform to be always worn whilst offsite

Staff monitor uniform daily and the following actions are taken if inappropriate uniform identified.

1: Student in non-school uniform (wearing a hoodie, refusal to remove coat etc) –

- Student is reminded of the school rules and uniform expectation
- Student is informed parents will be contacted
- Student is reminded of consequence of not following school uniform rules (offsite ban)
- Parents are contacted and requested to support the appropriate uniform is worn.
- Help and support is given to parents providing additional uniform if required

2: Student continues to break uniform rules (continues to wear hoodie or non school uniform)

- Parents are contacted immediately
- Student is provided with school uniform from spares box
- Offsite ban is put in place if uniform provided isn't worn
- Parents are contacted and requested to collect non-school uniform and support the wearing of school uniform

As a school we want to prepare all our students to succeed and see that uniform plays a significant role in future expectations in the 'world of work', safety in the community, as well as respecting rules and boundaries.

17 - Continuing Professional Development

Staff will be supported by Woldale School to know how to respond to challenging behaviour. This will be done through regular Team Teach training, delivered by employer tutors Steve Meadwell and Sam Johnson, regular workshops linked to the Team Teach training from the Inclusion Team and other complimentary workshops from other areas within the school including curriculum and therapies.

Staff may also receive 1:1 sessions where issues or queries have arisen to ensure that a consistent approach is applied in responding to the behavioural needs of the students. This may be tracked through the incident reporting procedure, use of Restrictive Intervention or through observations carried out to assess and improve staff practice.

Staff will be kept regularly informed of such instances at the End of Day meetings which are an appropriate time and place for staff to share information as an outcome of situations that have occurred.

Use of Touch Policy

1 - About this policy

This policy provides guidance as to the use of touch between staff and students.

Woldale School utilises the intensive interactive guidelines when setting out the appropriate use of touch within the school environment in line with the Team Teach guidance and the school's behaviour policy.

2 - Personnel responsible for this policy

Woldale School's directors have overall responsibility for the effective operation of this policy but have delegated day-to-day responsibility for overseeing its implementation to the Head Teacher, Deputy Head and Inclusion Manager.

Managers have a specific responsibility to operate within the boundaries of this policy, to ensure they understand the policy and procedures and to take action when behaviour falls below its requirements.

All staff members have a responsibility to ensure they comply with this policy. Failure to do so may be classed as gross misconduct and may result in disciplinary action being taken.

3 - Use of touch

We believe that touch is essential in order to provide sensitive and good quality care for the children and young people we support. Used in context and with empathy, touch supports the development of our natural interactions with the children and young people we support teach and care for.

Staff members often have concerns and fears about the use of touch for various reasons. This policy sets out to clarify the reasons and conditions for touch.

4 - Purpose of the use of touch

Touch is important and may be used routinely for any of the following reasons;

Communication

To reinforce other communications (e.g. placing a hand on someone's shoulder when speaking to them) or to function as the main form of communication themselves.

To respond non-verbally or to respond to another person's own use of physical contact for communication and to make social connections. This is particularly likely to occur during intensive interaction or a day to day greeting.

For educational reasons as part of the process of establishing the 'Fundamentals of Communication' for people at early communication levels. To sensitively direct children in educational tasks and essential skills.

As support or guidance, for example, during transitions between activities and during swimming or P.E. sessions.

To play. Play activities naturally include touch. People of any age who are at early levels of development are likely to be quite tactical and physical.

For therapy either by a therapist or by a member of staff carrying out a therapy programme or following therapy advice.

For emotional reasons-to communicate affection and warmth.

To give reassurance, to communicate security and comfort

To enable the person to develop understanding of these positive emotions and the ability to communicate them.

For the purposes of care. Touch is necessary in order to carry out personal care of the people we support

To give medical and nursing care

To give physical support to people who have physical difficulties and in order to guide people between places and activities.

To protect children and young people from danger by physically intervening and managing challenging behaviours, including any use of restrictive intervention, following the recognised guidelines and policies of the school, in this instance Team Teach training.

5 - Team Teach

Wolfdale School staff are trained in Team Teach de-escalation and restrictive intervention techniques. We have a positive and proactive approach to support individuals who may present challenging behaviours. Each student has a Positive Support Plan which guides staff in the use of strategies to implement before, during and after challenging situations.

Team Teach Ltd is accredited by the Institute of conflict management (ICM), and is currently (as of January 2020) seeking accreditation from the British Institute of Learning Disabilities (BILD).

Wolfdale School Ltd, it's staff and Team Teach Employer Tutors, in line with the Team Teach ethos follow the BILD Code of Practice for minimising the use of restrictive physical interventions: planning, developing and delivering training. A guide for purchasers of training, training organisations and trainers. This sets out a framework for Wolfdale School

staff to work toward regarding positive behaviour support, positive handling including touch of students.

All students at Woldale School have an individual Positive Support Plan (PSP) to guide staff in supporting students with behaviours that challenge. These PSPs are designed to implement the proactive principles of Team Teach Ltd, but also serve as a guidance for reactive measures such as use of Restrictive Interventions.

Students that require the support of physical, or restrictive interventions work with staff who are fully trained and all physical interventions are risk assessed. This is done through a training needs analysis of incident data and information collected regarding individual student's behaviours. Staff are then

Positive Support Plans are reviewed on a regular basis and new and existing strategies are developed according to need, with our aim always to minimise the level of restrictive interventions used.

Restrictive Intervention is always used as a last resort.

6 - Training

Team Teach: employer Intermediate tutor training: 2 members of staff

Team Teach Basic 12 Hour Training: All staff (where applicable)

Sensory Circuits (Therapy team): All front-line staff

Sensory processing needs for individual students (Therapy Team, Inclusion Team): All front-line staff

7 - Guidance

When using touch with a young person, staff need to be able to explain why they are using touch and to explain their practices if questioned, including accounting for an individual's sensory processing needs.

If a staff member is unsure as to whether to use touch, guidance should be sought from a line manager. Regular updates regarding touch will be shared with staff at the earliest convenience, such as a morning briefing or end of day meeting.

Where possible, a description and rationale for physical contact and the details of how this contact is made should be documented in the young person's Positive Support Plan, or supporting Therapy documents/plans, and where appropriate shared with parents/carers.

Staff should ensure they take into consideration any gender and cultural factors when assessing whether touch is necessary and appropriate.

As far as possible, the use of any touch should be consensual. Any non-consensual touch should be supported by appropriate recording (Information Sheets, Incident Reports or Bound and Numbered Book) and be considered reasonable to the situation, a proportionate level of contact and necessary to maintain the safety of the student(s).

Staff should always ensure that the use of any touch ensures they are kept safe, as well as those around them.

It is never appropriate for a member of staff to touch a young person's intimate body areas except in the provision of medical care or personal care. In those circumstances, guidance should be sought from a line manager.

A young person may inadvertently touch a staff member's intimate area. The staff member should move away from the child, ensuring the child remains safe, and the incident should be immediately reported to a line manager who must then report this to the Head Teacher where a record will be kept, and if necessary, the matter investigated.

If any member of staff has concerns with regards to the level of touch used by themselves, a child or another member of staff they should report this to their manager or, if necessary, utilise our whistleblowing policy.

Searching, Screening and Confiscation Policy

1 - Aims

The Department of Education guidance is intended to explain the school powers of searching and screening pupils so that school staff have the confidence to use them. In particular, it explains the use of the power to search students without consent. It also explains the powers the school has to seize and then confiscate items found during a search. It includes statutory guidance which the school must have regard to:

- Department for Education: *Searching, Screening and Confiscation: Advice for Headteachers, School Staff and Governing Bodies*. Crown Copyright, Jan 2018
- The Education Act 1996
- Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- The Schools (Specification and Disposal of Articles) Regulations 2012
- Health and Safety at Work Act 1974

2 - Searching

The Headteacher, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- Cigarettes and Smoking Paraphernalia
- stolen items
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

3 - Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Any item seized must be reported to a safeguarding officer or manager as soon as practicable.

4 - Screening

The Headteacher and authorised staff can require pupils to undergo screening. Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors, enables them to impose a requirement that pupils undergo screening.

5 - What the law allows

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of the school staff can screen pupils.

6 - Also note

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation require a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

7 - Searching with Consent

Schools' common law powers to search:

- School staff can search pupils with their consent for any item. Staff are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree

- School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item
- If a member of staff suspects a pupil has a banned item in his/her possession, they will instruct the pupil to turn out his pockets or bag and, if the pupil refuses, the staff support the student to understand that this is a process that is required using visual support and reassurance
- A pupil may be anxious about the process and so staff should work with the pupil in a way that is tailored to each student's understanding and level of need
- The search should be carried out by two members of staff to act as a witness

8 - Searching without consent

Wolfdale School staff have the power to search without consent for:

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- Any item banned by the school which has been identified in the rules as an item which may be searched for.

The staff member conducting the search will be the same sex as the pupil being searched. There will be a witness (also a staff member) and, if at all possible, they will be the same sex as the pupil being searched.

Staff members can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The staff member must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older and operate within the guidance of Article 8 of the European Convention on Human Rights (ECHR) and should be given a reasonable level of privacy, any interference with Article 8 must be reasonable and justified.

9 - During the Search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' is defined as clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. 'Outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Members of staff can use such force as is reasonable, given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, tobacco and smoking paraphernalia, stolen items, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm, any use of force involved in conducting a search must be recorded in the agreed way as per the Behaviour Policy and associated procedures.

10 - After the Search

The member of staff can use their discretion to confiscate item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. The item and details of the search should be communicated to a Safeguarding Officer or manager at the earliest convenience. Where any article is thought to be a weapon it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully. Where loss or damage occurs the school will implement measures to ensure the relationship between staff and student is repaired.

A staff member carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence. A list of prohibited items can be found in Appendix (i) of the Behaviour Policy.

Any article retained as an outcome of a search must be communicated to a Safeguarding officer or manager at the earliest convenience, then a judgement made about whether it is appropriate to communicate with parents/carers regarding the outcome. If not, further advice should be sought from a safeguarding officer.

Where a staff member conducting a search finds alcohol, they must initially report this to a safeguarding officer or manager before a judgement is made to retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate, but this should not include returning it to the pupil.

Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.

Where they find other substances, which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'.

11 - The process following finding controlled drugs or other substances is:

- Place the substance in a sealed envelope
- Print and sign your name
- Add the date
- Do all of the above in the presence of a witness (also a staff member) who needs to also print and sign their name and add the date.

Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.

Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.

If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable, or the image may constitute a safeguarding concern or be evidence to suggest a safeguarding reportable issue has occurred.

With regards to any pornographic images found on a mobile phone or other electronic device, use the guidance in the safeguarding policy and [sexting in schools and colleges: responding to incidents and safeguarding young people](#), to make decisions regarding what to do with the confiscated imagery.

Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it should be reported to the police. Please use the [Nottinghamshire knives and weapons guidance for schools and education providers](#) to make any decisions relating to confiscated articles.

12 - Consequences

Where students exhibit behaviours that may put the learning and safety of other learners at risk, Woldale School may utilise a range of low, medium or high encouragements and interventions to meet specific individual issues. These can be focused at an individual or group level. For further information please refer to the Behaviour Policy.

Due to the complex needs of some of our learners (especially those with ASD), and their understanding of circumstances, situations and rules and regulations, the discovery of prohibited items will not result in consequences, unless it is felt appropriate to do so. Children with autism find timeframes difficult and so using a consequence too far after the event may not be at all meaningful for the child.

Woldale School will however ensure that the learner will be supported to understand what has happened, what the risks are and why it is not acceptable to have these items on their

person. We will employ the use of visual strategies such as Social Stories, TEACCH, videos and books to support the Reflection process.

Part 4 - Legislation, guidance and policies

This policy has been written in conjunction with the following

Legislation and Guidance;

- Independent School Standards
- Ofsted Inspection Handbook / Education Inspection Framework
- Equality Act 2010
- The Education Act 1996/2011
- The Education and Inspections Act 2006
- Human Rights Act 1998
- Behaviour and Discipline in Schools: Advice for Headteachers and School Staff 2016
- Special Education Needs and Disabilities Code of Practice 2016
- Searching, Screening and confiscation 2018
- Use of Reasonable Force in Schools 2013

Wolfdale School Policies;

- Anti-Bullying Policy
- Safeguarding Policy
- Absconding Policy
- Equality Policy

Part 5 - Appendices and procedures

Appendix (i) – prohibited items

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and smoking paraphernalia (cigarette papers, cigarette lighters, matches etc.)
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the students).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Appendix (ii) – Consequences

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day.
- Missing break time.
- Detention during break or lunchtime, on the day of occurrence or the day after.
- School based community service or imposition of a task – such as picking up litter; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- In more extreme cases schools may use temporary or permanent exclusion

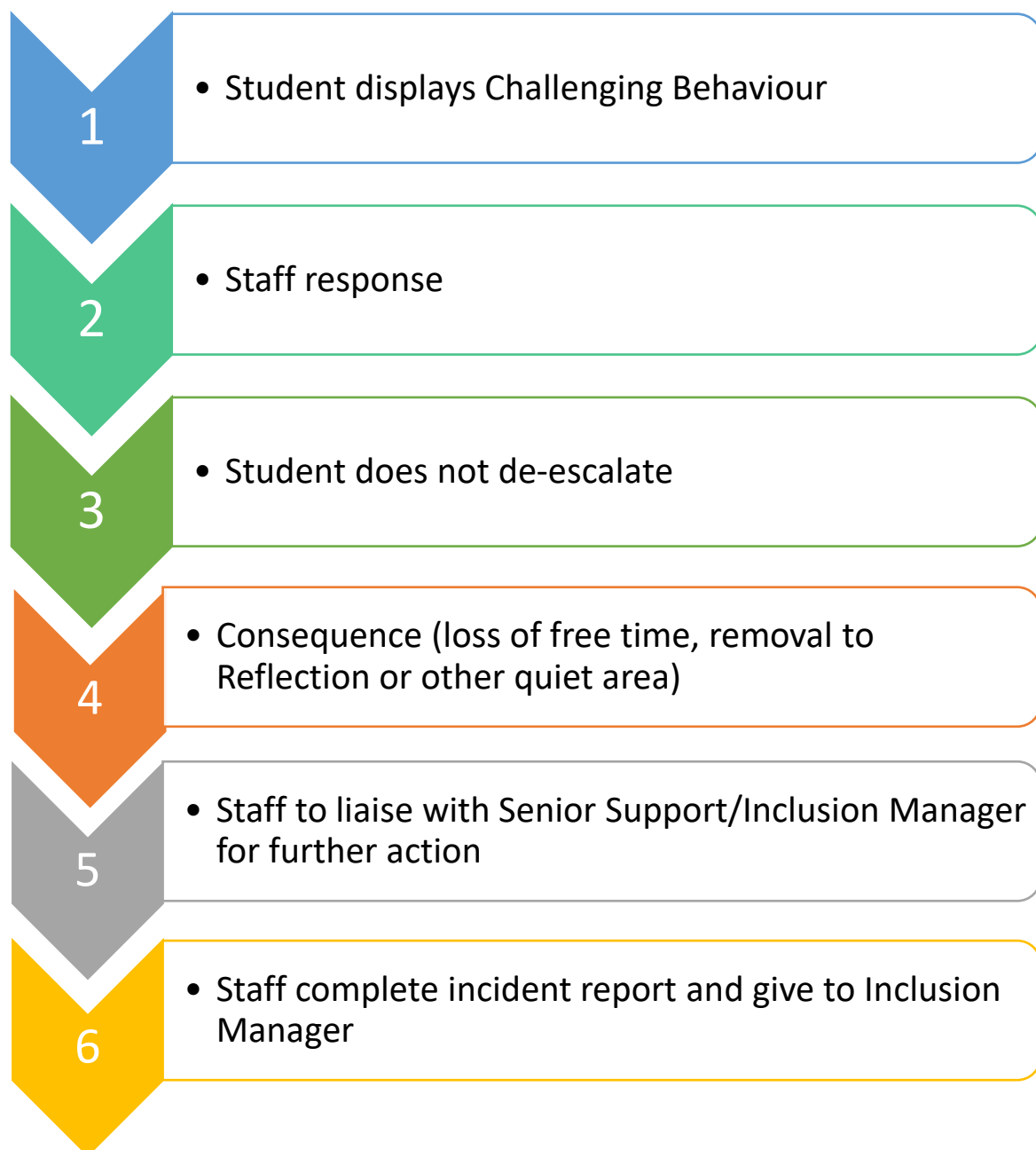
Appendix (iii)

Here the procedures associated with the behaviour policy can be found

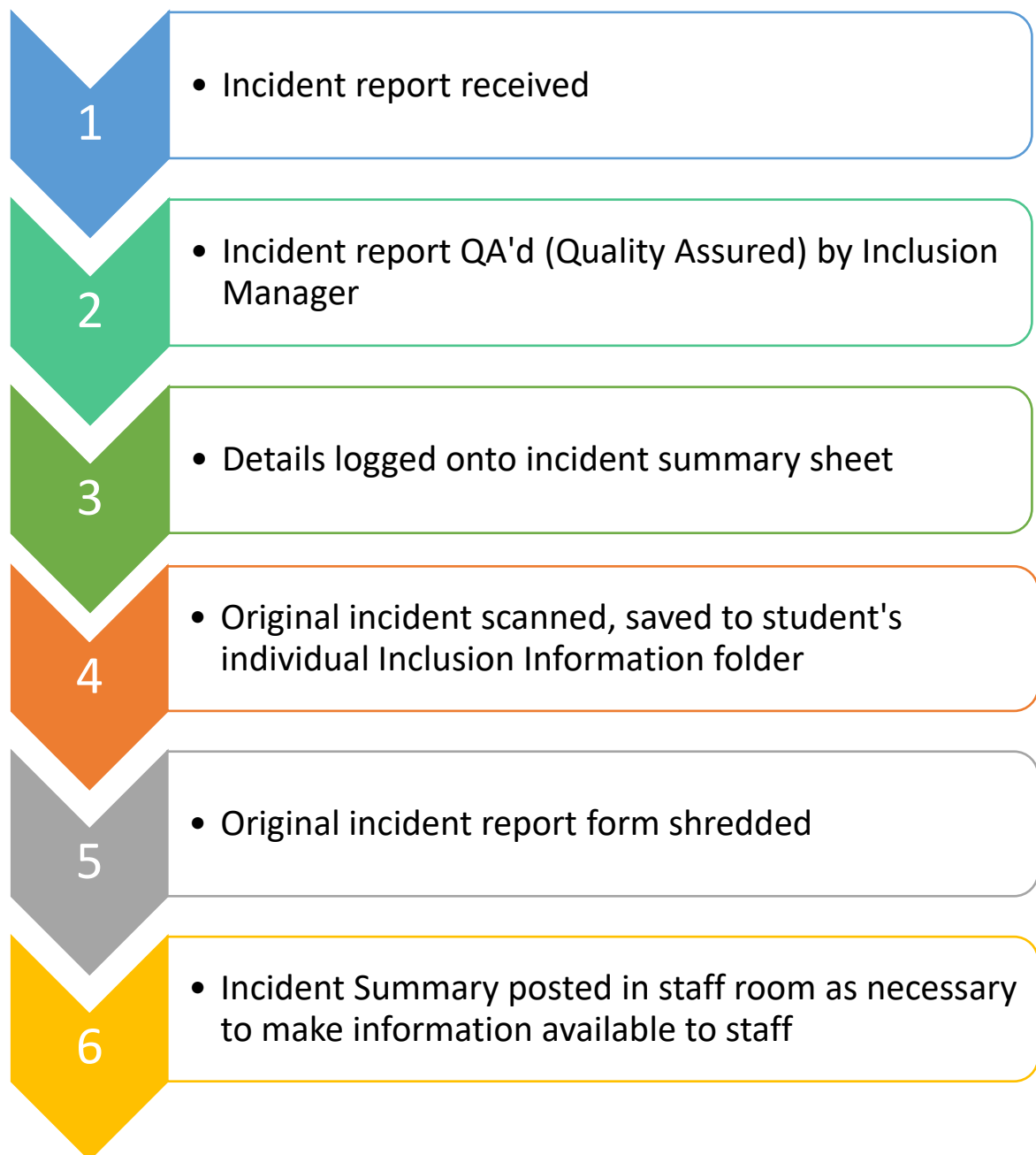
1. Incident Reporting
2. QA and Processing of Incident Reports
3. Use of Independent Learning/Reflection
4. Recording of low-level behaviours
5. Recording, storing and monitoring efficacy of Reflection
6. Destruction of incident documentation
7. Support for student and staff involved in persistent restrictive interventions
8. Response following use of persistent Restrictive Intervention
9. Response during instance of absconding
10. Debrief for staff following use of RI or significant incident

Procedures

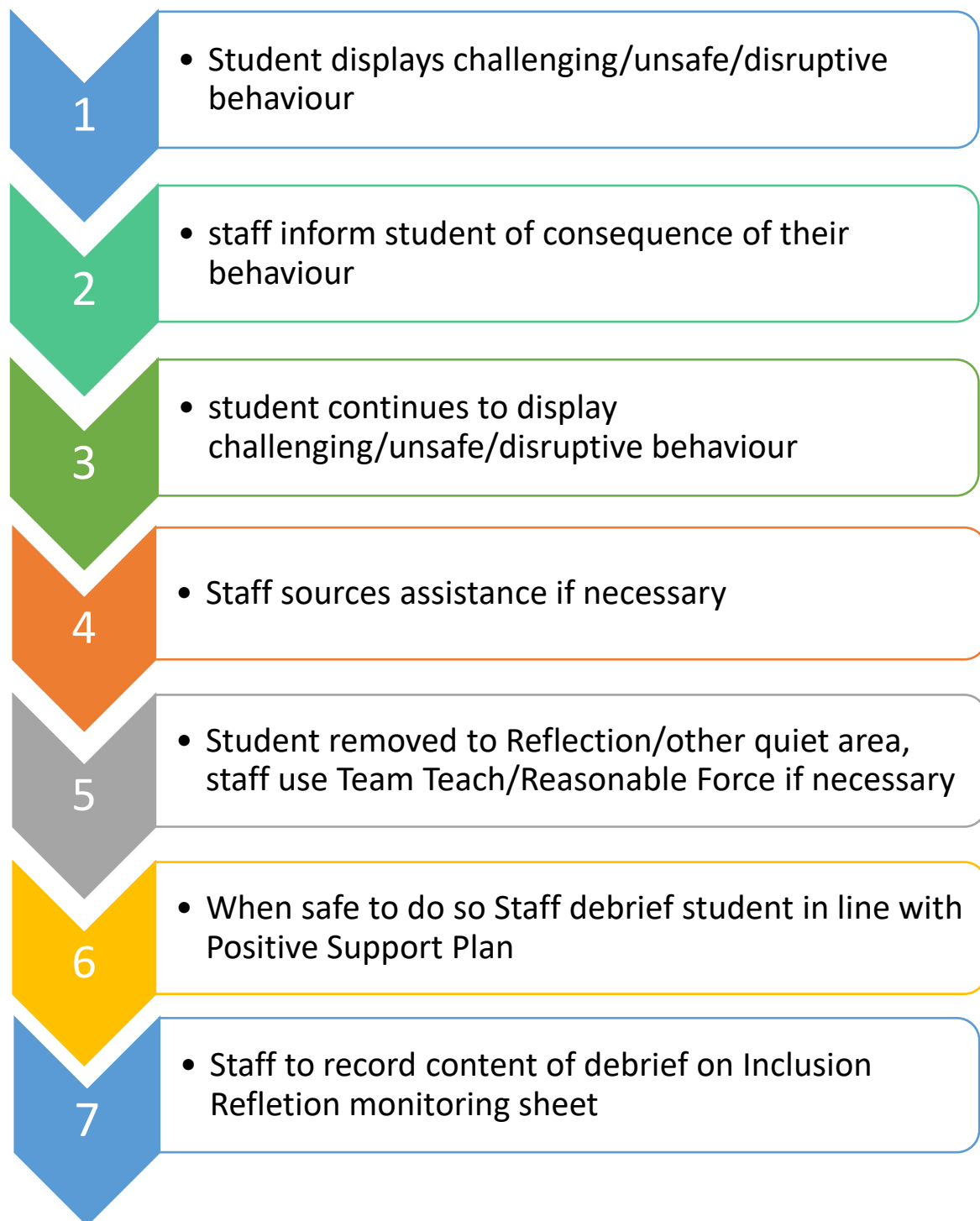
Incident reporting



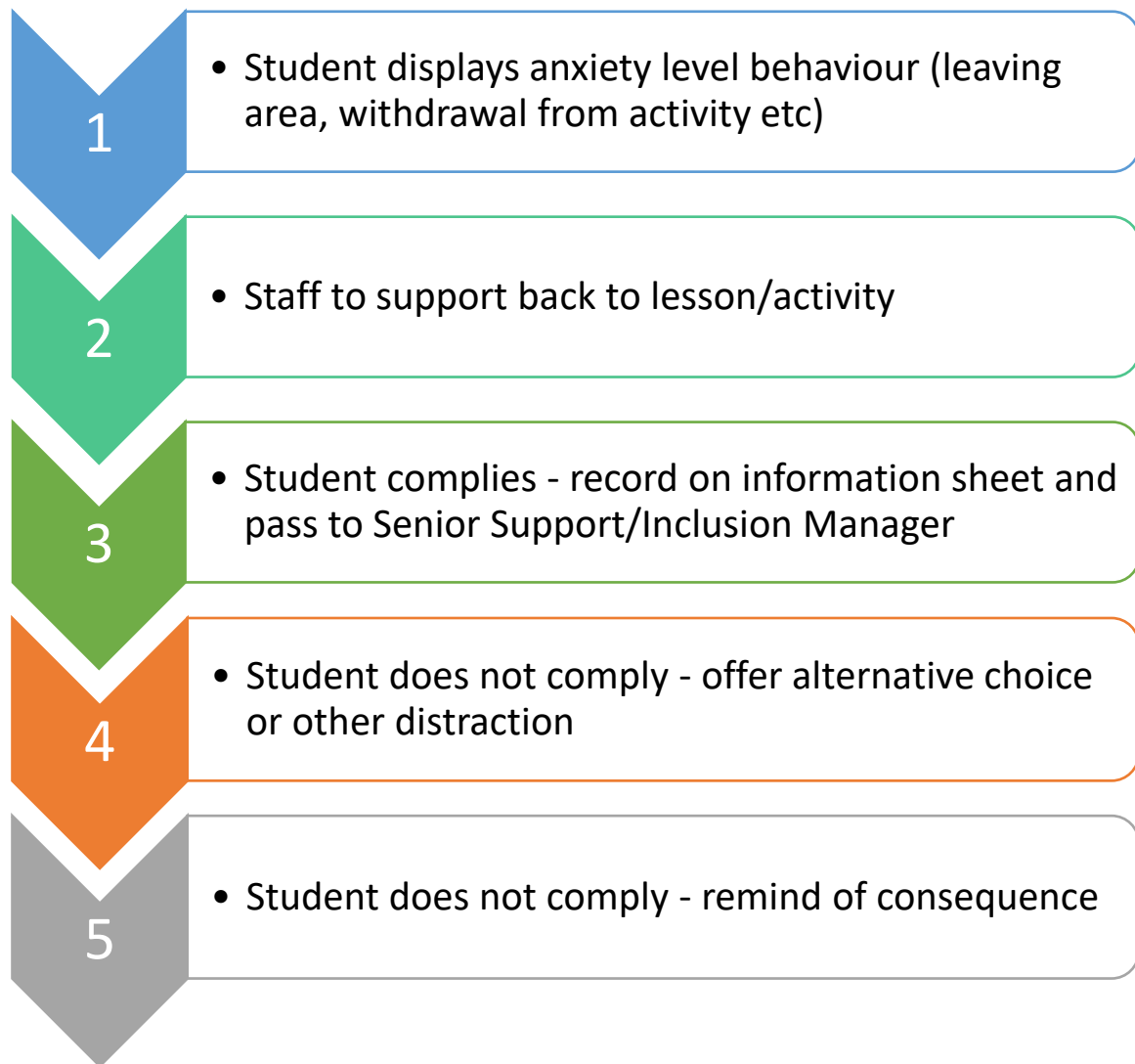
QA and processing of incident reports



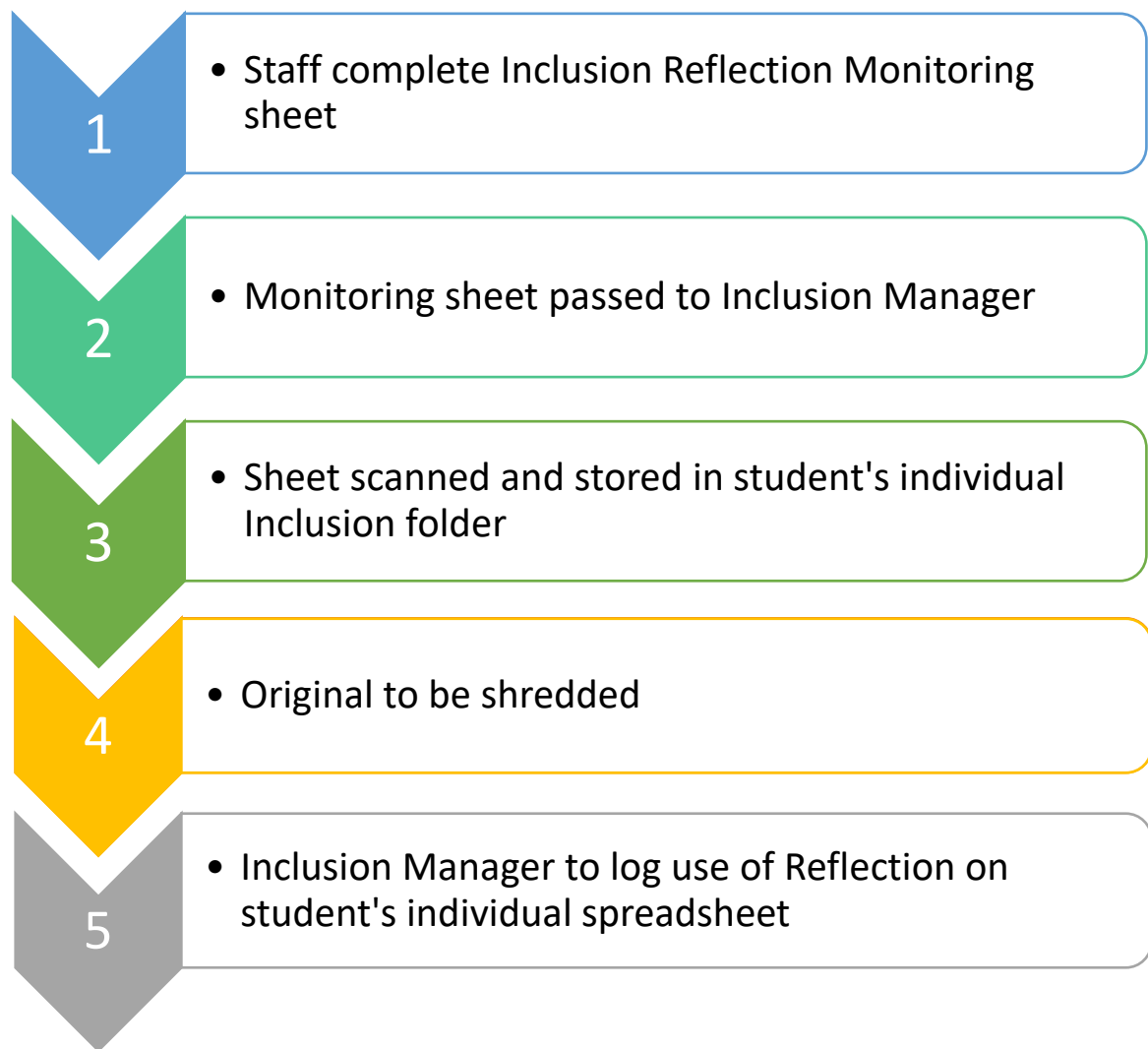
Use of Reflection/Independent learning



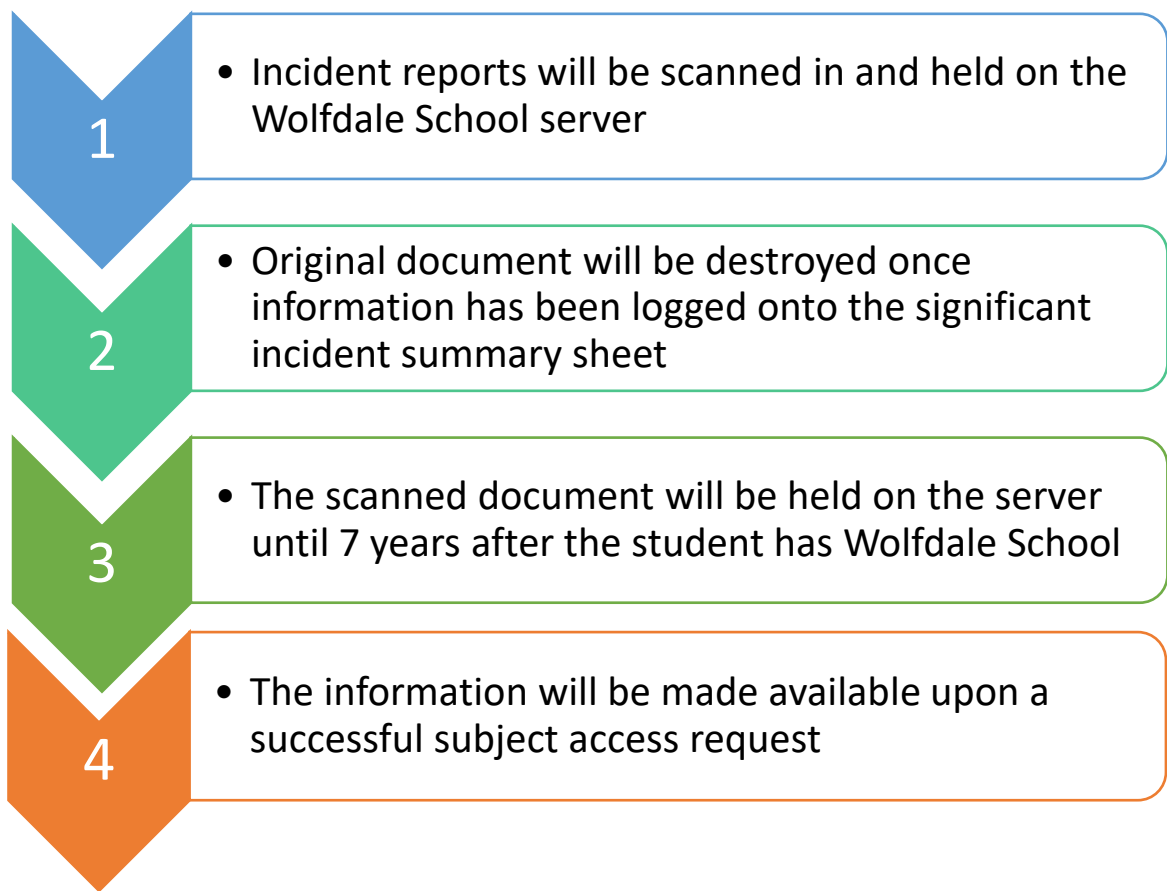
Recording low level behaviours



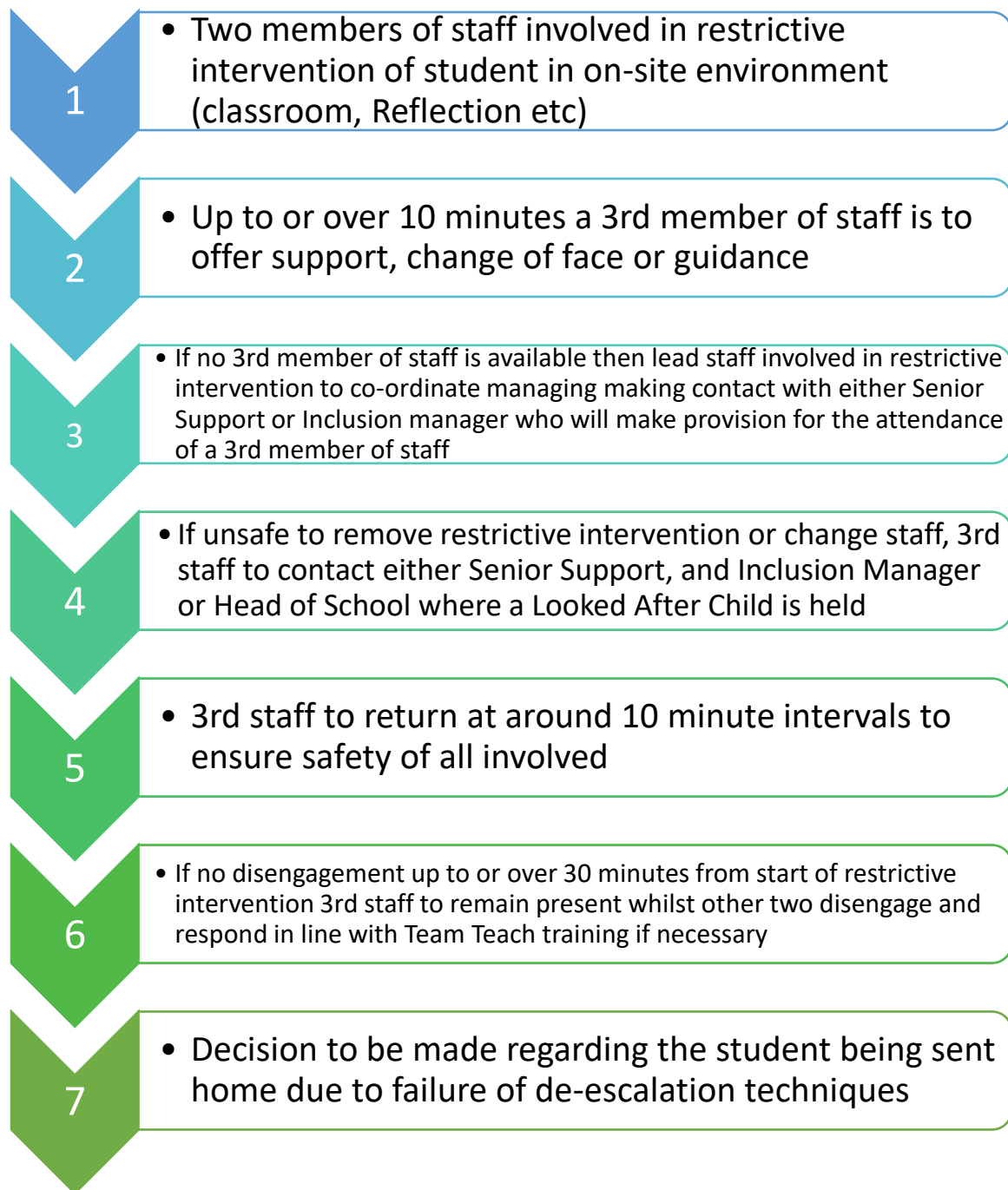
Recording, storing and monitoring efficacy of Reflection



Destruction of incident documentation



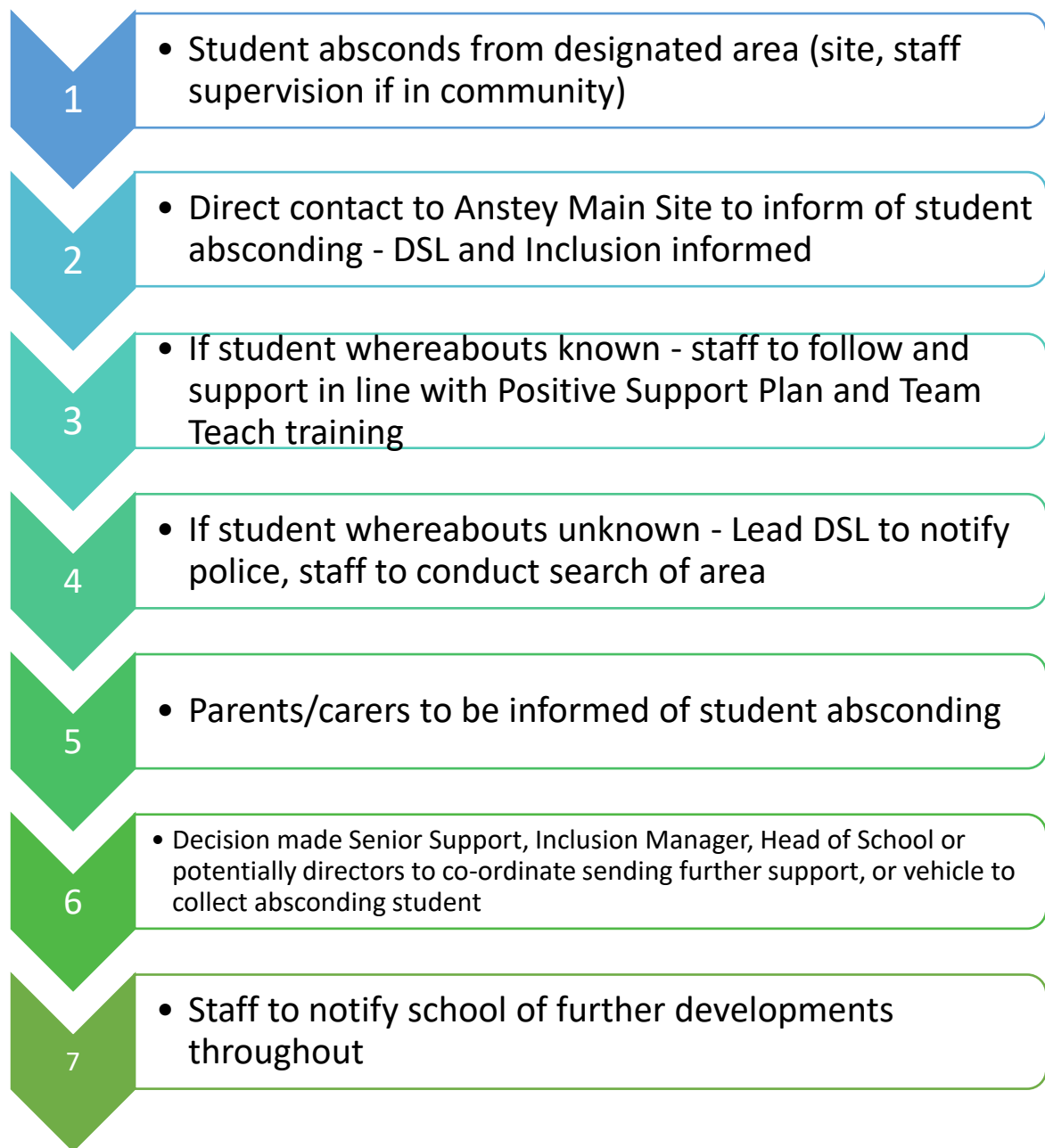
Support for student and staff involved in persistent restrictive interventions



Response following use of persistent Restrictive Intervention



Formalised System – Response during instance of Absconding



Formalised System – Debrief for staff following use of RI or significant incident



Related Policies:

Safeguarding Policy, e-safety Policy, Complaints Policy, Positive Handling Policy, Absconding Policy, SMSC Policy, Anti-Bullying (including Cyberbullying) Policy, Transport Policy, First Aid Policy, Health and Safety Policy



Policy owned by:

Name: Inclusion Manager

Signature: SM

Revision Control:

Revision Number	Page Number/s	Revision explanation	Date of change
			Created January 2017
		Inclusion Manager. Systems added and updated, Absconding policy and Positive Handling Policy absorbed into behaviour policy	March 2019
		Review of policy updated to incorporate EIF and ISS standards and become compliant with both documents.	December 2019
		Updated to add Further information to Behaviour Policy, addition of Touch and Searching Policies to overall policy document Addition of staff debrief system following use of RI	03/2020
		Changes made by Inclusion Manager <ul style="list-style-type: none"> • PHP change to PSP Positive Handling to Positive Support <ul style="list-style-type: none"> • Joe Walton change to Steve Meadwell • Sanctions to Consequences • Suspensions changed to Exclusions • Has to have (punctuation page 11) • Independent Learning • Absconding (staff added to procedure) 	May 2021
		Changes made by Inclusion Manager <ul style="list-style-type: none"> • Absconding – changes made to include multi-site approach. • Updated: Formalised System – Response during instance of Absconding • Added - Mobile phones & devices • Added - Uniform 	May 2022

Approved Sign off:			
Sign needed by:	Name	Signed	Date
Head of School	Sachin Dogra		August 22
Director	Gemma Thompson		

Next Review Date: May 2023