Woodfield School

2016

Relationship Management Policy

Woodfield School

Title of Policy: ***Relationship Management Policy (replacing Behaviour Management Policy)***

Status: *draft 2016*

Person responsible:	Nick Cooper
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Parent Consultation	
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Rationale

Pupils at Woodfield have a wide range of needs and an increasing number with an Autism Spectrum Condition (ASC). It is the responsibility of the school to meet these needs adequately. A child's behaviour reflects a range of needs and consequently an individual approach is required. Within each approach the priority must clearly be the child.

Behaviour support within Woodfield School is an integral part of the curriculum which aims to teach appropriate and relevant social skills to all pupils in order to allow them to participate fully in their school environment. An essential factor in the school carrying out this process of behaviour support is the provision of a positive, supportive environment in which the pupils are able to develop. This environment needs to offer respect and dignity to the pupils and to encourage them in the self-management of their behaviour. Staff are employed to support, not control, pupils and our overall aim is self-management of behaviour.

The school understands that, because of their special educational needs or learning difficulties, some students may act in ways that can be socially inappropriate, disruptive or dangerous. A young person with an Autism Spectrum Condition may not have developed Theory of Mind and therefore is unlikely to manipulate situations, lie or have intent or empathy. For such a young person, challenging behaviour should not routinely be interpreted through intuition based on understanding of 'typical development'. Analysis of behaviours and incidents should be carried out using the **S.T.A.R** (**S**ettings, **T**riggers, **A**ctions, **R**esults) assessment system (appendix i).

This policy has been created using guidelines set out by the National Autistic Society (NAS), and the approaches are relevant to **all pupils** at Woodfield School.

The NAS promote a **S.P.E.L.L** approach designed to support and assist pupils in developing pro - social behaviour and reach their fullest potential. Our approach is based on the following:

> **S**tructure
> **P**ositive approaches and expectations
> **E**mpathy
> **L**ow Arousal
> **L**inks

We aim to:
- Support individual needs and provide opportunities for all students to increase their independence, develop communication and reduce anxiety, whilst maintaining a calm, safe environment for all.
- Provide equal access to a broad and balanced curriculum which:
  - (a) Meets statutory requirements
  - (b) Reflects the cultural diversity of society
  - (c) Meets the needs of all pupils
  - (d) Responds to changing needs so that pupils can further develop their potential as individuals.

This will be supported by:
- Maintaining close contact with the home: making parents welcome in the school and to enable them to play a full part in the education of their children.
- Encouraging a calm, purposeful and happy atmosphere within the school.
- Fostering positive caring attitudes towards everyone where achievements and successes at all levels are acknowledged and valued.
- Developing increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- Having a consistent approach to behaviour throughout the school, with parent co-operation and involvement.
- Making boundaries of acceptable behaviour clear and to ensure safety.
- Raising awareness about appropriate behaviour.
- Helping pupils, staff and parents have a sense of direction and feeling of common purpose.

At Woodfield we believe that:
- **Pupils want to behave well and build positive relationships.** We believe that our pupils are happy when positive and appropriate behaviour is recognised by adults and their peers.
- **Pupils can learn to improve their behaviours**. Some pupils find learning difficult. Learning new behaviours is a task, just like learning to read or write.
- **Mistakes are part of the learning process.** We understand inappropriate behaviour as a mistake which can be rectified. We do not make a judgement about it – instead we support our pupils to get it right. Practice improves performance.
- **All adults can learn strategies to support pupils to improve their behaviour.** Developing an understanding of why children behave as they do, a positive attitude to the child and his/her behaviour and effective strategies for managing that behaviour is a core requirement

of the job. It requires a real commitment to on-going professional development. As for the child, constant practice improves performance.

As a staff we agree that:
- All children and young people are of equal value and must be respected and supported appropriately;
- All children and young people can demonstrate measurable progress in their learning;
- All children and young people can learn to behave and foster positive relationships in an appropriate manner and gain independence to develop the skills needed to do so.

The role of staff
All staff will ensure that pupils can learn in a safe environment that is free from bullying and harassment. All staff need to be confident about using the required skills and techniques to keep pupils on task and learning appropriately. Teachers must be fully aware of pupils' needs and use appropriate management styles to engage pupils and encourage them to take part fully in lessons. Strategies used by teachers will enable most pupils to remain in class. It is only when these do not work that the consequence system comes into operation (see page11 for details). Staff will follow all the procedures outlined in the anti bullying policy.

- We must reflect on our own behaviours, evaluate our practice and examine our attitudes, to ensure we follow the school's mission statement and the guidelines set out in whole school policies,
- We must have high expectations of ourselves, each other and pupils: be committed to high standards and raising pupil achievement,
- We undertake training to ensure we are fully prepared and equipped to deal with any behaviour or bullying incidents in line with school policy,
- We will act as positive role models at all times.

Pupils will respond more positively to learning when:
- Teachers use appropriate teaching styles and activities to promote active learning
- Teachers set learning targets that are realistic and achievable yet are demanding and challenging
- Teachers ensure pupils receive appropriate support to achieve these targets
- Teachers follow up all reported incidents and apply the rules consistently as outlined in this policy and the anti-bullying policy.
- Students feel safe with the teacher to approach him/her and have a trusting relationship with the teacher.

- Students have had an opportunity to learn how to behave appropriately and in socially acceptable manners through discrete lessons in PSHE rather than at the time of crisis.

All staff should avoid:
- The use of sarcasm
- Personalising of behaviours
- Making threats or promises that cannot be met
- Over reaction
- Being inconsistent and unfair

We will do this through:
- Creating an orderly and safe working environment where staff, pupils and parents can work together building positive relationships
- Taking care of the health and safety of every child
- Developing a consistent procedure and fair approach to managing relationships and supporting each other to achieve this
- Developing a relevant and challenging curriculum which will enhance learning and self-esteem and which reinforces appropriate behaviour and high standards
- Teaching what positive relationships look like and how we can build positive relationships by making the right choices in PSHE lessons. Many pupils with autism need to be taught these skills, which can be taken for granted by people without autism.
- Developing a school environment which is an attractive and stimulating place in which to work reflecting the achievements of our multicultural community
- Ensuring all pupils are free from all forms of bullying and harassment

To help us we have '**The Bill of Rights' that links and underpins the teaching of British Values** in our school which sets out basic principles to guide staff, parents and pupils. This was written after discussion in teacher led pupil workshops. Our "Bill of Rights" is based on our key principles:

Democracy: We all have a voice and a say in what we need and how we learn.

The Rule of Law: We work with rules to help us keep safe, achieve and get ready for the future.

Individual Liberty: All pupils have the power to make their own choices. School and family help pupils make the right choices.

Mutual Respect and Toleration of Different Faiths and Beliefs: We are all different and should respect each other's faiths, cultures and differences.

The Bill of Rights and expectations are prominently displayed in all classrooms. They should be referred to and used as a preventative strategy in the positive management of pupil relationships.
It is vital that we all work within this ethos and consistently enforce the system that is our school policy.

We also have basic expectations of pupils' behaviour displayed in all rooms:
1. I am on time for this lesson.
2. I am ready to start learning.
3. I have all the equipment required. (Pencil case with: pencil, rubber, ruler, sharpener)
4. I will follow the safety rules of the classroom.
5. I will talk and interact respectfully with everyone.
6. I will look after the school environment.

A whole school approach to promoting positive relationships
Pupils' behaviour is to be judged by the extent to which their attitudes and actions contribute to or restrict:

- Standards of achievement
- Effective learning in the classroom
- The quality of life in the school
- The functioning of the school as an orderly community

Discipline is to be judged by the extent to which the school's policies, procedures and practices contribute to:

- Positive behaviour
- The quality of life in the school
- The functioning of the school as an orderly community
- The development of self-discipline

In addition, the following evidence will support the impact of a whole school approach for promoting positive relationships:

- Data about exclusions and referrals
- The criteria used by the school when deciding to exclude or refer
- Monitoring procedures and records
- Information about the role and involvement of the governing body
- The views of pupils, parents and teachers on the incidence of bullying and the school's response
- The school's published code of conduct including rewards and consequences;
- Data on incidents, including information on the numbers of pupils withdrawn from class; different types of bullying and the use of any Restrictive Physical Intervention and seclusion.

● The relationship and trust the students have built will be evident in practical situations around the school.

A focus on teaching
Promoting positive relationships
It is very important for teachers and support staff to intervene quickly when challenging situations start. If the challenging situation can be quickly diffused the lesson may be able to continue without any other action being taken. This can often be the case at the start of a lesson when a pupil brings in an incident from the playground or the corridor.

● Stay calm: in a dispute between teacher / teaching assistant and pupil it is the teacher/teaching assistant who is the adult role model and is expected to demonstrate self-control
● Be fair and be prepared to justify the action taken even if the pupil is unable or unwilling to accept the explanation
● Tactically ignore secondary behaviours
● Be assertive - call on Pastoral Support (and when necessary SLT) to avoid the disruption which may result from confronting the challenging situation
● Separate the pupil from the audience, talk quietly and privately within the classroom
● Create time-out space for reflection within the classroom environment
● Catch pupils being good, give praise
● Acknowledge the success we have achieved with individual pupils

Preventative Strategies in the classroom
Teachers are responsible for the planning, organisation and delivery of the lesson. From the very beginning teachers need to establish clear, simple and effective routines that pupils can understand, remember and follow.

However, even in the most positive and purposeful classrooms challenging behaviour does occur. The following strategies will equip us with the skills required to deal with many situations whilst maintaining a relationship with the pupil that can, if necessary, be rebuilt at a later stage:

● consistent messages
● pause …direction
● privately understood signals
● tactical ignoring
● distraction/diversion
● partial agreement
● when… then…directions
● future task questioning
● rule reminders

- take-up time
- choice direction
- cool off time

Reflective Listening:
This approach gives pupils a language to express their feelings because they are hearing it from the adults around them. We want to avoid confrontation and help pupils to see that talking about what has happened and understanding how other people feel can help them to understand themselves and their actions. Reflective language can be used in every situation and is another tool we have to ensure pupils follow the rules and learn to take care of each other before we start to apply sanctions.

Remember:
- Put yourself in pupil shoes to avoid SRS (sensory response scenarios)
- Avoid habitual responses, for example; *'calm down' avoid questioning 'what did you do?' do not use threatening language and do not order pupils to do things.*
- Reflect feelings by making reflective statements that mirror back emotions being communicated. We verbalise on pupil behalf. We become their spokesperson. They hear their feelings expressed. For example;

'I can see that you are feeling….'
'I am here to help…'
'Talk and I will listen'
'Come with me and we can…'
'..... when you do ……. I / the class feel……'
'..... when you do……....It disrupts the lesson and …….'

The following statement will always remain constant;

'I still have to speak to the young person but it is the quality of my dialogue and interaction that determines the outcome

Supporting positive relationship management

The school reward systems:
Merit award systems continue to be used in the school, whether in the form of merit stickers in a home/school diary, charts within the classroom or other forms of reward such as healthy snacks or classroom choice. The application of any reward structure will be appropriate to the cognitive understanding and needs of the individual or class group.

The system below is in place to encourage pupils to complete work, improve their relationships with each other and adults or respond to a challenge that they may otherwise find too daunting.

Teachers will record the merits at the start and end of each lesson using the electronic spreadsheet

Merits are given for:
1. Getting to the lesson on time and waiting quietly if necessary.
2. Entering the classroom and settling to work immediately.
3. Bringing into the classroom only the items needed for the lesson (pencil case containing at least: pencil, ruler, rubber, sharpener; homework to hand in; reading book etc).
4. Extras for work rate, concentration, behaviour, (maximum of 5 at the discretion of the teacher).
5. Homework completed and handed in. (on time = 10 merits, late = 5 merits)

Pupils should be gaining a maximum of **8 merits per lesson.** (+ homework once a week = 40 max). This equates to a maximum 270 merits per week = approximately 3200 a term.

The above system is adaptable for based classes and those pupils with SLD, but will remain as a maximum 8 merits for each lesson.

● The **form tutor** will help pupils save their merits and make decisions about the prizes they wish to work for;
● Pupils may make suggestions for merit prizes;
● Merit prizes will be awarded in assembly;
● An electronic order form, should be completed by the form tutor and sent to Donna to process;
● Before pupils can exchange merits for a prize of their choice they must have the necessary classroom equipment (minimum requirement: pencil case, pencil, rubber, sharpener and ruler) and a locker key; form tutors and teaching assistants are expected to monitor this.

Additional awards and prizes are given out at assembly by subject teachers for various achievements. Head Teacher's awards, attendance awards, pastoral awards are above and beyond the merit system.

Golden Time
Golden time is the reward for all pupils who manage to follow school rules, cooperate in lessons, and try their best to be helpful and responsible members of our school community.

How Golden Time Works
A list of activities is published on Thursday for the following Friday. Pupils choose an activity that appeals to them, that they want to take part in. Pupils then take part in their activity from 2.10 to 3.00pm each Friday. Pupils will not be able to take part if they have had two reflection times during the week.

Activities will be staffed by teachers and teaching assistants, they may be on site or off site and will be funded through the budget that supports merit prizes.

The Impact of 'Golden Time';

- Pupils exercise their right to choose
- Management of relationships in school has improved
- Numbers in reflection times needed have decreased
- Pupils understand the rules and responsibilities and can demonstrate knowledge when asked

Reflection Time
On occasions, the most skillful management will not prevent or stop inappropriate behaviour. However, to take no action not only condones the behaviour within that particular setting, but also undermines, through lack of consistency, the efforts of other colleagues who are conscientiously attempting to maintain a classroom / school environment that supports positive relationships and a positive work ethic.

1. The consequence system is based on social situations that are deemed inappropriate.
2. Teaching staff enter information onto SIMS for each individual pupil. Teaching Assistants use referral slips to report incidents (see attached proforma)
3. SIMS is monitored by SLT and the Pastoral Team Leader. A reflection time list is drawn from the pattern of incidents that are occurring.
4. The severity or frequency of incidents may mean a consequence at break, before school or part of lunch time. Pupils will not however lose their right to a healthy snack.
5. The aim of reflection time is to make pupils aware of the reason for the discussion, asking them to reflect on how the incident could have been avoided, what went wrong and to think about how they can avoid it happening again.

6. Pupils will also be reminded of the 'Golden Time' rule which is one refection time is acceptable but two refection times in a week = loss of Golden Time and additional reflection.
7. Every pupil starts each day with a clean sheet once all issues from the previous day have been discussed and resolved.
8. Recording each pupil's behaviours enables an analysis of concerns, of how many comments individual pupils accumulate a week, a term and a year. The monitoring also identifies which pupils do not have 'golden time'.
9. Specific Behaviour Management Plans, interventions, mentoring programmes, report cards will be drawn up for individuals who need additional support respond to the system with targets set and agreed with appropriate stakeholders.
10. Behaviour Management Plans are published on the SEN database (Google Sites: SEN DATABASE)

Pastoral Team
A pastoral team will support pupils who are not coping well and need individual support in or out of class. Communication with parents of pupils working with the pastoral team will take place. The aim is to support pupils to be in their class group as quickly as possible. The team will have a case load each term. They will support pupils with the most challenging relationship issues. Specific interventions, mentoring sessions, group work and target cards will be implemented to support the process as necessary.

General Classroom practice
The following procedure needs to be implemented **consistently** and **fairly**:

1. A clear reminder is given to the pupil(s) about appropriate behaviour - **name(s) on the board. (use of language is very important here- teacher is asking the pupil to think about how to change their behaviour. Explain the choices and consequences)**

   If a warning is given to pupil A in a way that all other pupils hear and understand then all pupils have had their warning although there is only one name on the board.

2. Another incident earns a cross for pupil A and a clear warning that the next time an additional strategy will be put in place (**name and one cross on the board**)

   If pupil B, after the public warning in 1, transgresses then her/his name and a cross will go on the board (**name and cross on the board)**.

3. If there is a next time add a cross and put a strategy in place for that pupil (**name and 2 crosses on the board**).

4. This system is adapted for use in based classes. Pupils work on choices and consequences in the same way but do not have name on the board and crosses.

Some other points to remember:
- **Unless as part of a Behaviour Management Plan, only SLT and Pastoral Support have the authority, to remove a pupil from the classroom and deal with incidents of inappropriate behaviour (exception – see below).**
- Crosses once given and put on the board/slip must not be taken off.
- No pupil is to be put outside the classroom unsupervised. A **supervised time-out of no more than a couple of minutes** may be used especially at the beginning of the lesson. **All** pupils who leave the classroom, including those who insist they need to use the toilet (with a TA) must be reported using SIMs / referral slips.

Time out in the classroom- this is a strategy that can be used for pupils who need time to get back on track and need a few minutes away from the group in order to get ready to learn or to have an issue resolved involving targeted support.

- Teachers have a seating plan for the room that has an identified time out space
- Planning ensures that risk assessment is accounted for
- Pupil returns to the group after a short period and is directed back to learning

Use of the 'Safespace' for time out.
- Some pupils associate the 'Safespace' as a calm space, where they can self-refer to manage their feelings.
- When this is the case teachers may direct a pupil to the 'Safespace' (where available) as a time out space for a timed period of a few minutes.
- Teachers may use a system where pupils can identify their need for a time out and have a period of a few minutes to get ready to learn.
- Pupil returns to the group after a short period and is directed back to learning
- Planning ensures that risk assessment is accounted for
- If you need to involve Pastoral Support or SLT to resolve a situation then use a walkie-talkie (where available) or a TA or if necessary an adult from a nearby classroom. They should go to the pastoral team office in the first instance, then the main school office if Pastoral Support is unavailable. **The pupil(s) having difficulties will remain in the classroom.**

Immediate Pastoral Support / SLT intervention would be expected for:
- A punch, slap or kick intended to hurt;
- The use of offensive language designed to hurt (racist, sexist, homophobic insults);
- Any form of bullying- cyber, physical, verbal, homophobic, racist, gender.
- Dangerous behaviour deemed as a health and safety risk to self or others (throwing objects, picking up chairs, threatening others etc...)

If a pupil is presenting unsafe behaviours and is being uncooperative with Pastoral Support / SLT, then the pupil should remain under supervision within the class and the rest of the class moved to a place of safety.

Withdrawal from lessons and Seclusion (Team-Teach guidance 2015)
When a pupil is struggling to cope within the school systems there may be a need for a period of time away from their peers in a safer space to regain composure and are ready to continue learning. The Pastoral Support Team will assist pupils in this process and this would usually take place in a free classroom or Pastoral Support Office space. Records are made of withdrawal from lessons. As a general rule being in the same room is the best way of supporting and monitoring a pupil to overcome their difficulties. However there are always exceptions to the general rules. For example, if a pupil asks to be left alone or the proximity of another person is clearly distressing them, it might be better to give them some space. Some pupils with ASC find the close proximity of other human beings to be an additional and unnecessary cause of stress. Some pupils just want to be left alone. Even if staff are not physically in the room with the individual, they will remain close enough (visual contact) to support if required. This will be done unobtrusively to give space and dignity to the pupil concerned.

Risk assessment and open communication is all important. Some pupils can pose a significant risk to others when they are in a highly aroused state. We would not expect a member of staff to go into a room to be attacked or injured. While it would not be reasonable to hold a door shut in order to prevent a pupil who wished to leave a room from doing so, it may be justifiable as a protection against personal attack. This is an emergency response to risk of harm, and should be recorded and assessed as a restrictive physical intervention (see below).
Similarly, if there is good reason to believe a pupil would pose a risk to themselves or someone else if allowed to leave in a highly aroused state, then it would be reasonable to temporarily prevent them from doing so. Such measures would be exceptional and result from or lead to a risk assessment around the pupil.

Seclusion will not be allowed to become routine. If planned seclusion is really necessary, then consideration will be given to whether the placement at Woodfield is appropriate.

Behaviour Management Plans and Risk Assessment

Behaviour Management Plans
If pupils need additional and more personalised support a behaviour management plan will be written in consultation with key staff. This will be shared with all staff with an agreed date for review. Any dramatic changes, concerns for staff, parents or professionals will lead to an early review.Physical restraint or is only ever used as an emergency response. Any instance of physical restraint will result in a behaviour plan being drawn up immediately. All instances of physical restraint are recorded, monitored by SLT and reviewed against the plan to minimise its use. It is the process of clearly identifying antecedent and consequent events that produce and maintain behaviours and positive relationship. This assessment involves :
Description and measurement
Predictions related to times and situations
The identification of purpose or function

The S.T.A.R. system and A.B.C charts are used at school. Records are kept electronically.

Risk Assessment
 In response to a serious incident where a Risk Assessment is required, communication will be handled by the Deputy Headteachers or Headteacher. A parent can be asked to bring their child to school the next day for a 'Back to School Meeting'. A Risk Assessment may require further staff consultation, and professional and parent consultation, and a change to the environment, staffing, and school-day for the pupil involved. Any incident of dangerous behaviour should be shared with the parent or carer on the same day. This will occur following the initial debrief, and be the responsibility of the Pastoral Lead, or in her absence, one of the Deputy Headteachers.

Restrictive Physical Intervention (see Positive Handling and Physical Intervention Policy for detailed information)

As a general rule, any restraint or restriction will involve minimum force, the minimum restriction and the shortest time possible. Records are kept of any withdrawal and seclusion.

When all other de-escalation strategies have failed, as a last resort, physical intervention takes place. This involves a pupil being physically supported

during a situation / escorted to a different location or when the pupil is confined to an area.
The following will happen;

- A phone call / walkie-talkie call out to NC to alert to the incident. NC will then direct a member of SLT to respond.
- The staff team who have been involved will take part in a debrief with Pastoral Lead/SLT to look at what happened directly before the behaviour and the consequence (S.T.A.R chart) to identify any issues that could affect a change to the behaviour plan if needed.
- The person who has initiated the physical intervention will complete an e-referral form and debrief as soon as possible after the incident and **must do so on the same day.** Cover will be arranged if needed for staff involved.
- The member of SLT/Pastoral Lead that is involved in the debrief will contact parents the same day and log the incident on SIMs.
- A decision will be made to either adjust the Behaviour Management Plan, leave it as it is (but make this clear on the plan) or write a new plan.
- The new Behaviour Management Plan will be written by the Phase Lead with support from Pastoral Lead and /or Form Tutor on the same day or at least will be ready for the following morning. Cover will be arranged if needed.
- All staff involved with the pupil will receive an electronic copy and a copy will be put up in both staff rooms.
- SLT will ensure the procedure is followed through.

Behaviour Management Plans will be added to the SEN database and discussed at meetings where relevant.

Incidents of perceived Bullying:
- Staff report the incident via SIMs / referral slips.
- SLT who monitor SIMs will investigate the issues immediately with the pupils involved and decide if this is bullying.
- Parents will be called to a meeting if needed and a contract drawn up to agree the next steps and resolve the issues.
- Pupils will be encouraged to reflect on their actions and come to a joint agreement about how to move on positively together.
- Staff will be alerted to the incident and next steps and procedures made clear.
- Behaviour Management Plans will be adapted where necessary.

Site Safety and security
For the safety of our pupils we have a 'door access control' system throughout the school. These are operated by tags allocated to members of staff. All external doors need a tag to be able to exit to outside spaces.

Classroom doors can only be accessed using a tag. Inside all classroom doors there are 'push to exit' buttons, this ensures that we are not 'restricting the liberty' of our pupils.

Illegal Drugs and Offensive Weapons
We take pride in ensuring that Woodfield is a drug and weapon free school. Any pupil found with illegal drugs or an offensive weapon in their possession will be dealt with swiftly. The involvement of parents and the police will be necessary. Any decisions on exclusions will be done in line with the Exclusions Policy.

The role of the form tutor in the pastoral support of pupils.
The form tutor has contact with their tutor group once a day during PSHE/ PSD. This is an ideal time to monitor the behaviour of pupils, encourage and foster relationships and investigate any problems or concerns including bullying. Pupils should feel the form tutor is the first person they can turn to if there is a problem. The PSHE / PSD topic work encourages pupils to discuss ideas and become mutually supportive as a group. The group led by the form tutor should feel a strong sense of identity and be a central focus for the individual. The form tutor is the person most likely to notice changing patterns of behaviour.

Merits and SIMs data provides evidence on the behaviour of each pupil through the academic year and can be used to set targets to reduce the number of behaviour comments that pupils have received.

More personalised pupil and class based systems may be introduced by the form tutor, pastoral and therapeutic teams to help reflection, analysis and encourage good choices.

In addition the form tutor has three meetings a year with the pupil and parent to set and agree targets with a Personalised Learning Plan (PLP). Learning strategies, PSD, organisation and independence targets will be included in the PLP along with any additional interventions that might be in place to support the pupil. This will be monitored throughout the year by the form tutor.

Involving parents/carers
We are committed to working closely with parents and carers. We involve parents specifically to:

- Discuss an isolated but relatively serious incident that has happened in school or on the way to or from school;
- Discuss an increasing concern about the level of disruptive and/or un-cooperative behaviour;
- Discuss any instances of physically aggressive or dangerous behaviour

A meeting is obviously the preferred option although we accept that circumstances may dictate a telephone conversation as a compromise. A record should always be made of the staff member/ parent interview and placed in the pupil file on SIM's.

Bullying, racist behaviour, homophobic behaviour and sexual harassment
There is a separate policy document on bullying containing:

- Procedural guidelines;
- Support mechanisms;
- A description of how the existing PSHE curriculum contributes to our anti-bullying policy.

The school as a community will not tolerate bullying, racist behaviour, homophobic behaviour or any form of harassment under any circumstances. To support this we have the 'Bill of Rights' that underpins the values of the school and an 'Anti-bullying code'
All colleagues have responsibility for monitoring such behaviour, managing incidents and recording on SIMs. **Instances of such behaviour must always be referred to SLT without undue delay. (See Anti Bullying Policy for full details)**

Appendix i

The Star Approach:
To analyse aspects of the behaviour or incident.

Methods of Assessment
The **S.T.A.R** Charts STAR process: A process for gathering further information about challenging relationships involving: i) a clear identification and description of the behaviour/s. ii) an analysis of the setting conditions of the behaviour personal history, external environments, internal environment. iii) an analysis of the general antecedent (setting/trigger) variables associated with the behaviour. iv) an intervention planning exercise.

Settings
These are general factors surrounding the occurrence of the behaviour and need to be looked at in detail in a number of areas:
Environmental
• The physical aspects
• The social interactions
• The activity being undertaken
Personal
• The student's well being
• The student's psychological state
• The student's thoughts and moods

Triggers
Triggers occur just before the action. They are signals that 'set off' the specific actions. General antecedents; times, places, people, diet, sleep, Specific antecedents; things that if they do, or do not occur are likely to spark an incident

Actions
Actions are the observable behaviours. These should be described in a way which enables measurement of intensity and occurrence over time.

Results
Results follow an action. This is where we try to understand why the action occurred and where we intervene. Results influence the chance of a pupil repeating that action on other occasions. If a result was not successful we may have to re-analyse it in order to intervene effectively.

☐ for _____ __ / __ / __

1. Being a good friend
2. Helping another pupil
3. Helping do a job for an adult
4. Making Good choices
5. Communicating appropriately

Include a comment if desired:

_____

_____

Period: BS 1 2 BT 3 4 LT 5 6 AS

Staff name:_____

☐ for _____ __ / __ / __

1. Being a good friend
2. Helping another pupil
3. Helping do a job for an adult
4. Making Good choices
 5. Communicating appropriately

Include a comment if desired:

_____

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Period: BS 1 2 BT 3 4 LT 5 6 AS

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_____

Period: BS 1 2 BT 3 4 LT 5 6 AS

Staff name:_____

☐ for _____ __ / __ / __

1. Being a good friend
2. Helping another pupil
3. Helping do a job for an adult
4. Making Good choices
5. Communicating appropriately

Include a comment if desired:

_____

_____

Period: BS 1 2 BT 3 4 LT 5 6 AS

Staff name:_____

☐ for _____ __ / __ / __

1. Not following instructions
2. Being rude to me or another adult
3. Running or shouting inside the school
4. Being unkind to another pupil:
insulting / rude gestures / threatening /
targeting / name calling
Location: _____
Include a comment if desired:

 _____
_____

Period: BS 1 2 BT 3 4 LT 5 6 AS

Staff name:_____

☐ for _____ __ / __ / __

1. Not following instructions
2. Being rude to me or another adult
3. Running or shouting inside the school
4. Being unkind to another pupil:
insulting / rude gestures / threatening /
targeting / name calling
Location: _____
Include a comment if desired:

 _____
_____

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