

Version	Date	Updated by
1.0	6-09-23	Julia Whitesides
1.1	27-3-24	Cate Tumman

## Positive Behaviour Policy

### To be read in line with

- Safeguarding & child protection Policy
- Exclusions policy
- Managing Allegations policy

### Introduction

The aim of this policy is to promote good relationships, so that everyone at Silver Linings School can work together with the common purpose of helping everyone to learn.

It is a primary aim of our school that every member of the school community “BELONG”

**Believe**-in themselves and others to achieve their potential.

**Empathise**- with others around them. Empathise for each person’s life journey so far

**Love**- their surroundings and learn to love learning

**Opportunity**- to be themselves, experience life to the fullest

**Nurture**- feel nurtured and safe

**Guidance** -receive guidance from safe adults at all times.

We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is designed to enable all members of the school community to live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

### At Silver Linings School, we aim to:

- Promote and support children to demonstrate a high standard of behaviour.
- Promote self-awareness, self-control, respect for ourselves and others, acceptance of responsibility for our own actions and repair.
- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment and foster independence
- Provide a nurturing environment, using Dan Hughes’ PACE (Playfulness, Acceptance, Curiosity, Empathy; see appendix 1) approach to foster appropriate behaviour.

### Our aims, we believe, are achieved when:

- Clear individualised expectations are agreed, understood and accepted through regular

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- activities which define what is acceptable and unacceptable behaviour
- A school atmosphere is created which is consistent and caring
- Staff use the PACE approach in their interactions with pupils
- We encourage the pupils to be able to make responsible behaviour choices. We support them and help them to learn to be able to do this
- Pupils are provided with excellent role models
- Pupils and parents understand that inappropriate behaviour has natural consequences, which are applied individually and fairly within the school in a calm and considerate manner. These consequences are explained to pupils/peers/staff where necessary in a sensitive manner
- The aims of any response to misbehaviour is to maintain the culture of the school, ensure adults remain connected to the child by “repairing”, restore a calm and safe environment in which all pupils can learn and thrive and prevent the recurrence of misbehaviour.

### General School Rules

All children are expected to follow the Silver Linings Rules which are (we recognise that some children need considerable support and guidance with this):

1. We listen to our adults
2. We use words and actions that help and don't hurt
3. We respect other people and their property
4. We move safely and sensibly around the school

Silver Linings School staff will do the following to help our pupils follow these rules:

1. We will make sure that we are clear and concise and will give you enough thinking time.
2. We will be connected and ensure you feel safe.
3. We will help you to find ways to manage difficult emotions in an appropriate way
4. We will help you to keep the school tidy. We will give you a 5 minute warning before we change any activity and remind you when it's coming to tidy up time– this will help you learn how to look after your own and other people's property. We will give you your own space to keep your belongings safe.
5. We will give you plenty of time to get to where you need to be so that you don't have to rush. We will remind you and help you to keep calm so that you don't bump into things and/or people.

### Expectations on School Visits and Out of School Activities

Expectations for behaviour on school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, should a pupil's behaviour whilst at school or on a previous visit give cause for concern, then a risk assessment review will be carried out. Where challenging behaviour is due to a special educational need, appropriate support will be put in place. Our aim is never to exclude a pupil from a trip except when the health and safety of themselves or others is at risk.

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## Encouraging Appropriate Behaviour

### *Modelling*

One way that children learn about both appropriate and inappropriate behaviour is by observing others. Children model their own behaviour on other people's responses therefore it is important that they are given the opportunity to observe positive role models.

Silver Linings is committed to providing positive models for our pupils:

- Staff model appropriate, positive behaviour at all times
- Staff highlight pupils' appropriate behaviour to their peers, explaining why this was an appropriate action
- Older pupils are given opportunities to act as positive role models to younger children (e.g. having a position or responsibility or mentoring role)
- Pupils are given first-hand experience of a wide range of aspirational role models from outside of the school (e.g. inviting guests into the school, visiting the wider community).

### *Encouragement, praise and positive reinforcement*

As a school we recognise that encouragement, praise, and positive reinforcement teaches pupils that appropriate behaviour has positive consequences. This can be used to recognise and reinforce appropriate behaviour and help and encourage pupils who are having difficulty to change what they are doing

### *Positive reinforcement may take the form of:*

- Acknowledgement of appropriate behaviour
- Weekly positive certificates
- Positive messages communicated to parents
- Positive reward system-see appendix 1
- Individual rewards such as "tickets"
- Positive notes in the "Belong" Jar
- Spontaneous rewards such as a trip to the local park following a successful morning
- More subtle forms of praise for pupils who find overt praise difficult to accept

### *Consistent use of modelling, encouragement, praise and positive reinforcement is used to:*

- Create a positive and safe school environment
- Increase pupils' self-esteem and self-efficacy (i.e. a Pupils' belief in their own capability to succeed within a certain situation or on a particular task)
- Promote a model for appropriate behaviour and positive connected relationships

Consistency of approach and the use of a common language to reflect this is essential; staff across the whole school are trained in, and adopt the PACE approach to maintain this consistency. The use of the pronoun 'we' in terms of relationships within school is a significant ingredient in securing commitment to the school ethos.

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*Additional strategies to support positive behaviour:*

- Longer term positive examples- JAM (Joyful Achievements in Maths) Folder & BEE (Best English Examples) Folder -Appendix 2
- My behaviour plan- Appendix 3
- 5 Point scale-Appendix 4

**Inappropriate Behaviour**

*Safeguarding Duties*

All staff are responsible for considering whether any misbehaviour gives cause to suspect whether a pupil is suffering, or is likely to suffer, significant harm. If such suspicions exist, including those relating to online safety, staff must follow the School’s Safeguarding procedures as laid out in the School’s Safeguarding & child protection Policy. The school will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs (outside of what is already known about each individual child). At this point, the school will consider whether support systems are needed to be put in place and whether liaising with external agencies is necessary or appropriate.

To be considered a safeguarding concern or allegation, it is likely that some of the following features may be found:

- **Physical abuse** - including but not exclusively violence, particularly pre-planned; forcing others to use drugs or alcohol.
- **Emotional abuse** – blackmail or extortion; threats and intimidation, mocking behaviour and put downs, making fun of others’ disabilities whether physical or cognitive e.g., calling people idiots, stupid, mocking the way people talk or move, mocking a person’s sexuality
- **Sexual abuse** – indecent exposure/touching or serious sexual assaults; forcing others to watch pornography or take part in sexting, unacceptable banter.
- **Sexual exploitation** – encouraging other pupils to attend inappropriate parties; photographing or videoing other pupils performing indecent acts.
- **Sexual harassment or violence**
- **Bullying** (See emotional abuse)

For further information please refer to the School’s Safeguarding & child protection Policy available on the school website.

*Malicious allegations against staff and students*

The Headteacher will decide whether to take disciplinary action in accordance with this policy where a pupil is found to have made false and malicious allegations against a member of staff or student (see allegations policy).

*Searching Pupils and/or their Possessions*

When information has been received or there is a well-founded belief that inappropriate

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material has been bought into school, the school may without the use of force carry out searches of pupils and/or their possessions. Only the Headteacher and authorised members of staff may conduct a without consent search of a pupil and/or their possessions. The school does not conduct intimate searches and only outer clothing will be required to be removed. The consent of the pupil will usually be obtained before conducting a search unless the Headteacher and authorised members of staff reasonably suspects that an item has been, or is likely to be, used to commit an offence or cause personal injury or damage to property. A search may also be conducted off school premises where the pupil is in the lawful control of the school. Items which may be searched for include any item banned under the rules of the school and any other item identified as such by law. If the item is an electronic device, the school may examine and erase any data from the device if the school considers there to be good reason to do so unless advised by social services or police, in which case the device would be retained. Parents will be informed of any search conducted of their child and/or their child's possessions. The school will keep records of all searches carried out within the Behaviour Incident Log, including the results of the search and any follow up action taken.

### Sanctions

When children do not follow the school rules, **all** staff are expected to deal with them in a calm and consistent manner, adopting the PACE approach appendix 5, and follow the stages of sanctions detailed in Appendix 6, staff will look at the context of the incident and whether the child is able to make a conscious choice. It is important that pupils are supported to understand that inappropriate behaviour choices lead to consequences. Furthermore, we believe that children should always be positively acknowledged; **it is the child's behaviour that is inappropriate, not the child.**

- Sanctions can follow sometime after an event when the pupil is regulated and able to reflect upon their behaviour.
- Sanctions will never involve taking away a previously earned reward.
- Teaching staff will try to avoid any sanctions which lead to shaming or humiliation of the child. We understand that such approaches are detrimental to the child's self-esteem and wellbeing, and can result in increased inappropriate behaviour.
- The developmental age and specific needs of the child will be considered when deciding appropriate sanctions and sanctions will be individual to the child; we recognise that a 'one size fits all' approach is not appropriate for our pupils. Children will not be given sanctions that impede their future learning (e.g. asking a dyspraxic child who finds writing difficult to write lines).
- All consequences will be "natural" i.e related to the incident

After a child receives a sanction, it is important to repair and restore the staff-pupil relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour. Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh. This will ensure that the adults remain connected with the children.

In addition to the stages of sanctions, where appropriate, children will be supported to reflect on their behaviour choice and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a

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classroom that has been disrupted.

### *Persistent Inappropriate Behaviour*

It is expected that teachers and pupils begin each day fresh with optimism and encouragement for success.

If there is persistent inappropriate behaviour then there are a variety of options that may be taken:

- If after an agreed time there is no change in the child’s behaviour, the child will have a focus behaviour session with a connected member of staff and agree individual behaviour targets.
- The child’s behaviour target will be shared with parents/carers
- If, despite support, the child is unable to modify their behaviour, the Headteacher will arrange a meeting with their parent/carer to discuss their behaviour.
- The Headteacher may decide that it is in the pupil’s best interests to give them some supported time away from the main site to allow for refocus.
- Where there is no improvement in behaviour, the Headteacher may impose a period of exclusion from school.-see exclusion policy

The school takes the sanction of exclusion extremely seriously and will make every effort to promote an improvement in a child’s behaviour before this stage is reached. (stage on appendix 6)

The school has a strong commitment to inclusion. However, it is important for all parties to understand the consequences of consistently poor behaviour, including how it can affect a child’s learning, the learning of their peers, and the health and safety of themselves and others, the self-esteem and well-being of their peers-see Exclusion policy

Corporal Punishment is not used at Silver Linings School and force is never used as a form of punishment.

### *Significant incidents*

In cases of severe misbehaviour ( bullying including cyberbullying, using an item as a weapon, bringing a weapon to school, intentional injury to others,). In these cases the behaviour would be recorded as a significant incident and will receive a sanction and the parents would be notified of the incident by a member of SLT and informed as to what action was taken.

If a child is unable to manage themselves during break-times or lunch times and is perceived to be at risk of harming themselves or others (whether physically or emotionally) by not following adult guidance then they will be supervised 1:1 away from the main play areas by a staff member, either individually or with another or small group of peers.

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### *Restrictive Physical Intervention (RPI)*

Silver Linings school acknowledge that some dysregulated behaviour creates a high risk of injury to the individual or to those around them. These behaviours should be clearly risk assessed based on evidence produced through individual records and effective risk control measures put in place. The risk assessments should be reviewed following adverse events and at least annually in line with Risk assessment policy.

Where these control measures include restrictive physical interventions, these should be appropriate and proportionate and only ever be used as a last resort, for the minimum amount of time possible, with the intent to maintain safety, and where there is no effective alternative approach available. The overall aim is that any intervention will be appropriate to the level of risk, and that over time the intention is that the level of intervention and number of physical interventions will be reduced. They must never be used aversively or as a punishment or to force compliance.

### **RPI Training**

All staff at Silver Linings School will be Nottingham City RPI solutions training on a rolling programme and renewed in the recommended time frame.

### *Recording incidents*

Low level behavioural incidents and sanction for behaviours will be logged via daily logs and this will be analysed by key adult and reported on end of term reports.

The head teacher will review on a two weekly basis to monitor school trends. This is reported to the chair of proprietors on a monthly basis.

A Significant Incident & bullying forms templates (appendix 7) are kept on shared google drive and in the head teachers office.

Completed forms are emailed or handed to the head teacher. The head will review the incident form and record the information on the significant incident log kept on the DSL shared drive and a copy of the form stored in the child’s school file.

RPI will be recorded on a Significant incident including RPI form (appendix 8). Every RPI requires a written record which is reviewed & logged. RPI incident recording will allow for reflection to be recorded. Parents will be informed on the day if an RPI has occurred.

Staff will utilise the support of “buddys” to debrief and furthermore the wellbeing support meetings.

### **The Role of Parents/Carers**

Parents/Carers have a vital role to play in their children’s education. It is very important that parents/Carers support their child’s learning and co-operate with the school to promote good behaviour. The school is very conscious of the importance of having strong links with parents/carers and good communication between home and school. Thus, the school works collaboratively with parents/carers. The school will ensure that parents are kept informed as to their child’s behaviour at school, including promoting positive behaviours to parents so that

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children receive consistent messages about how to behave at home and at school. Where possible communication with parents will take place face to face or over the telephone. Details will be recorded in the parent communication log.

The School's Behaviour Policy is accessible to all parents/carers via the school website and parents and children are asked to sign a home/school agreement when enrolling at the school.

If the school has to implement sanctions against a child, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact their child's named adult.

The school expects all members of the community to adhere to the principles as set out in the Behaviour Policy and therefore to behave in an appropriate manner within school. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

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## Appendix 1



# SILVER LININGS SCHOOL BILBOROUGH

Remember



- Don't ask staff to give you tickets but you may remind them to complete your tickets at the end of a session.
- Don't ask to trade in your tickets if it isn't your allocated day as this will cause you disappointment.
- If you cause damage to property or hurt others, this costs money to repair. The prize cupboard will not be able to be filled if the money pot is empty!!!



SILVER LININGS  
SCHOOL  
BILBOROUGH

# Reward System

## What I need to do



### What type of reward system?

Our reward system at Silver Linings School is a ticket reward system.

You can earn tickets for doing positive things throughout the day.

You can earn 25 tickets every morning and 25 tickets every afternoon.

*What an amazing day today!!*

*Name:*

*Date:*



*You've earned ..... tickets today*

You can even earn extra points if you are noticed by another member of staff to be making good choices and doing the right thing.

You can then trade your tickets in for prizes from the reward cupboard.

### What do I have to do to get tickets?

Wear correct uniform

Go to your classroom on time

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Settle down to start each session

Do not disturb others

Follow staff instructions

Help others

Be kind and caring

Use manners and kind words

Complete the activities set for me

### What will happen next?

- At the end of each morning or afternoon your adult will work out how many tickets you have earned and will fill out your reward ticket and sign it.
- You can then put this in the ticket box in the dining room.
- Once you have earned your tickets you cannot lose them.
- At the end of a week your tickets will be counted and recorded on the chart in the office.
- You will be given a day that you can spend your tickets each week – it will be the same day every week.
- You can choose to spend some or all of your tickets on your day or you can save them up to get a bigger prize at a later date.



### DO .....

- Try and earn as many tickets as possible in a day as this will give you more options for Enrichment activities on a Friday afternoon.
- Give us ideas of what prizes you might like to see in the cupboard (be realistic).

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# Appendix 2

## Silver Linings School

# Joyful



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# Achievement

# S

# Maths

Name:

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# Appendix 2

## Silver Linings School

# Best



# English



# Evidence



Name:

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Appendix 4

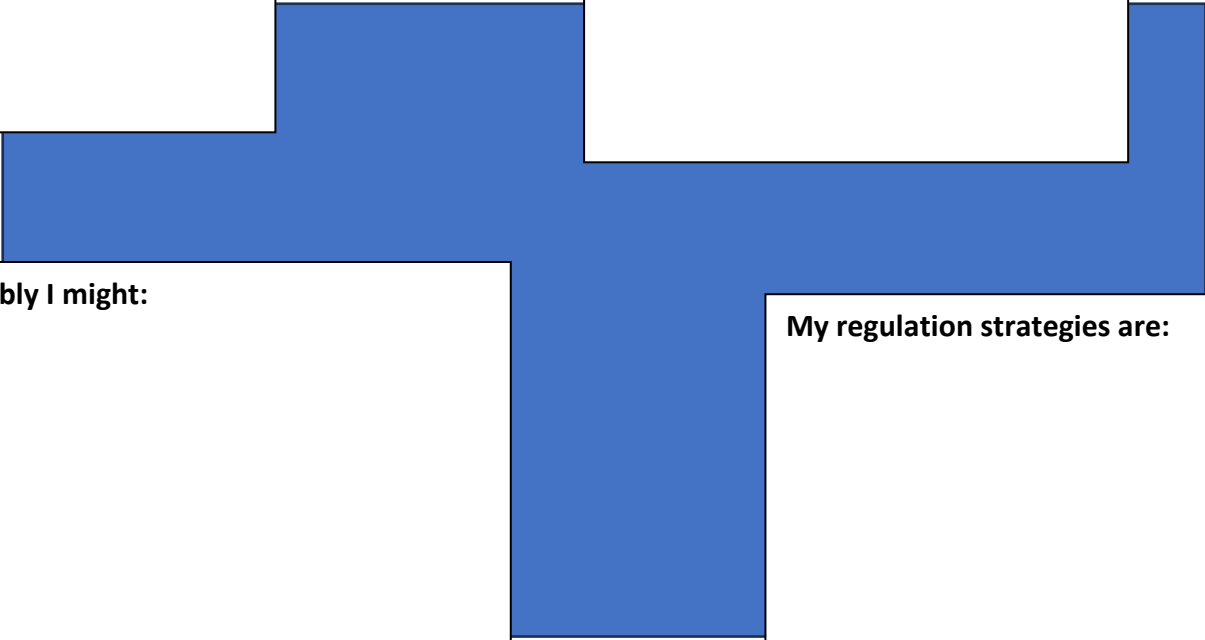
NAME  
YEAR GROUP

**MY PLAN ( )**

Current notes:

What I enjoy

What I find hard



If I'm feeling wobbly I might:

My regulation strategies are:

	What it looks like	What might make me feel this way	I can try to	What won't help	Staff will help me by
<b>Recovery</b>					
<b>Follow up support</b>					

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**Important information:**

Appendix 4-5 point scale

Rating	What staff think it looks like	Looks Like	Feels Like	What might make me feel this way	I can try to	What won't help	Staff will help me by
	Damage to property, out of control.	I am not listening anymore. I hit, kick, bite, spit and throw things	I am going to explode. I need some help I feel like I want to fight staff	This is a mixture of emotions which has made me feel angry. Nothing is working I think I'm out of control	At this point I can't manage myself and need the help from staff.	I need to be safe and staff need to help me with this	Staff will need to keep me safe, this may mean they need to hold me to prevent me from hurting myself and others. I will be held in a secure hold which will not be released until fully rational and calm. This has been explained to me and I understand the reasons for this

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 <p><b>4</b> I am losing control. I need a Chillville break to calm down.</p>	<p>'playfully' punch or push staff, climbing, running off, swearing, refuse to follow instructions,</p>	<p>I may say or do something I will later be sorry for</p>	<p>I'm really upset and starting to get angry</p>	<p>A mixture of the below</p>	<p>Go to my tree in the garden or my tent in my bedroom to cool down</p>	<p>People getting into my personal space and talking to me too much</p>	<p>Direction from staff, clear instructions to advise me what to do. This may mean I need reminding where I am at and to take some time out in my tent or den in the garden. No humorous gestures. The Click finger may work, relationships dependant.</p>
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 <p><b>3</b> I am not fully in control. I need to take deep breaths.</p>	<p>Facial expressions can change. Red face, dribble, swearing at staff or peers, making personal comments for reactions, play fighting</p>	<p>I may start to feel agitated and may raise my voice.</p>	<p>I'm anxious and starting to get irritated</p>	<p>Not liking what I hear, being told no.</p>	<p>Go for a walk, play football in the garden, tuck up into a blanket.</p>	<p>Raised voices, lots of people around me.</p>	<p>Give me some space maybe to walk around, calming strategies, take away from situation. Taken to a spot he is familiar with den, tent, tree.</p>
 <p><b>2</b> Things are ok. I can handle it.</p>	<p>Requires repeat instructions, some personal comments,</p>	<p>I am in control</p>	<p>I feel ok but starting to get a little worried</p>	<p>Worried about something</p>	<p>Keep my mind occupied on something else. I like to make things</p>	<p>I'm ok at this point I'm still in control.</p>	<p>Re-direct but no need to leave situation. Humour led by staff. Ignoring of distracting behaviours and count down warnings.</p>

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	seeking reactions from staff, moving out of seat and becoming fidgety.				and be creative		
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	Follows instruction 1 <sup>st</sup> time. A good sense of humour. In-depth conversations, can show empathy and express feelings.	I am content, I may be smiling	Feeling really good and happy	Knowing my plans for the day, enjoying what I am doing.	I can continue to feel positive as I am feeling good.	Negative vibes.	Keeping me on track, talking to me, providing positive reinforcement
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Sample Check In scale	
Rating	How It feels and what can I do
5	<b>Out of Control!</b> I need to spend time in a safe place to calm my nerves. Listen to music on head phones.
4	<b>Very upset or angry.</b> I will stay in my safe space for a while and work through my nervous feelings with my safe adult.

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<b>3</b>	<b>Not very good at all.</b> I am not feeling very well today. I did not get much sleep or maybe I had a tricky journey to school. I need to do some relaxation exercises to help.
<b>2</b>	<b>OK</b> I can go back to class and continue my day. I can practice my positive self-talk to keep me calm
<b>1</b>	<b>Good Day</b> I am having a good day. I feel calm and focused. Good to go to class.

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## Appendix 5: Dan Hughes' PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

- **Playfulness** involves spontaneity, openness and exploration; have fun and share enjoyment with the child. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the child is less likely to respond with anger or defensiveness.
- **Acceptance** involves unconditional positive regard for the child. Accept the child's inner experience without judgement and make sense of why the child is behaving in a certain way. Acceptance does not mean accepting negative behaviours, but accepting the reasons behind behaviour. When necessary criticise the behaviour, but not the child.
- **Curiosity** involves wondering about the reasons behind the behaviours, rather than being angry. This shows the child that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open up discussions with the child.
- **Empathy** involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the child's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes.

### Examples of PACE used with pupils at Silver Linings School

Situation: Pupil in heightened state of anxiety, attempting to climb fence and not following instructions to come down.

Application of PACE:

P – Use playful language to de-escalate the situation. "Goodness me I really would rather you came down. Problem is that if you fall I will have to fill out a lot of forms and I'm a bit like you - I don't really like writing."

A - Accept that the child is experiencing extreme anxiety as a result of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel (e.g. "I can see that this has made you feel really upset"). Avoiding saying things like, "Oh it doesn't matter, don't be upset about a silly fall out."

C - Enquire and check what the young person's emotional experience is. "I wonder if you're feeling angry because of what X just said?"

E - Show that you understand that how difficult they are finding things. "I understand that this must be really difficult for you. I know that when I am feeling upset I just want to run away from everything."

Using PACE and a calm approach, the child's anxiety decreased and they came down off the fence. They went with an adult to the chill out room. Instead of imposing sanctions, once the child was calm, a discussion was had about the dangers of climbing the fence. The child was able to reflect on their behaviour and think of alternative things they could do next time (e.g. go to chill out room).

Situation: 14 year old pupil who feels extreme shame after being 'told off'. This will result in her disengaging from adults and peers for an entire day, and prevent her from learning.

We use PACE with this pupil to intervene early when we see that she is struggling. For example, during a tricky week for the pupil, the class teacher mentioned that she was having a difficult lesson to another member of staff. She was interrupting frequently, distracting others and making rude comments. She had refused to move seats and was not completing any work - one peer was particularly distracted and joining in. Another member of staff went into the classroom and said, "please can I just borrow X to do a quick job? I've got loads to do and X is so good at helping organise things". The pupil came out of the class and spent time with the member of staff in a different room, where her favourite band 'happened' to be playing on the music system. After 10 minutes or so the pupil was calm and the staff member used PACE to structure the conversation:

P: "What have you done with the girl who was being rude in the classroom? She must have gone home because you are being so helpful."

A: "I understand that lesson was really tricky for you. That must have been difficult."

C: (having noticed the pupil had not eaten anything at snack) "I wonder why you're feeling like this. Have you eaten today? I wonder if you might feel better if you ate something?"

E: "I think if I were you I would need a bit more time before being able to concentrate. Shall we stay here a bit longer and then start next lesson afresh?"

The staff team agreed that the pupil needed some additional adult support. At the end of the week we gave her time at the primary site with 2 of her favourite staff members to do art and crafts, and gave her a sense of worth and responsibility by asking her to help with the younger pupils.

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## Appendix 6: Stages of Sanctions

Precise nature of sanctions will vary from child to child

<b>Stage 1</b>	<b>Record on daily log-respond with PACE</b>	<ul style="list-style-type: none"> <li>● Low level behaviours</li> <li>● Known repetitive behaviours recorded in EHCP or on behaviour plan</li> </ul>
<b>Stage 2</b>	<b>Natural consequence/sanction given-record on daily log Parent carers informed by key worker</b>	<ul style="list-style-type: none"> <li>● Escalation of known behaviours (un-usual for individual)</li> <li>● Behaviours with intent e.g property damage</li> <li>● Persistent Refusal to engage in learning</li> <li>● Fighting</li> <li>● vandalism,</li> <li>● threat of violence towards another pupil or adult,</li> <li>● Theft</li> </ul>
<b>Stage 3</b>	<b>Serious incident form completed-sanction given. SLT inform parent/carers</b>	<ul style="list-style-type: none"> <li>● bullying including cyberbullying,</li> <li>● intimidation,</li> <li>● physical violence with intent</li> <li>● Manufacturing or distributing of inappropriate images</li> <li>● Illegal substances at school including smoking and alcohol</li> <li>● Sexual harassment</li> <li>● A consistent repeat of stage 2 behaviours</li> <li>● Brining a weapon to school</li> <li>● Using an item as a weapon</li> </ul>

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<p><b>Stage 4</b></p>	<p><b>Time away from main site- issued by Head teacher</b></p> <p><b>Discussed with parent/carer</b></p>	<ul style="list-style-type: none"> <li>● Persistent Damage to property</li> <li>● Ongoing emotional or physical harm to others</li> <li>● Persistent conflict with others</li> </ul>
<p><b>Stage 5</b></p>	<p><b>Exclusion</b></p>	<p>Exclusion is an extreme sanction and is only administered by the Headteacher. The main categories of misconduct which may result in exclusion include but are not limited to:</p> <ul style="list-style-type: none"> <li>● Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour</li> <li>● Other serious misconduct by a pupil or parent (by association) which affects the welfare of a member or members of the school community or which brings the school into disrepute (single or repeated episodes) on or off school premises.</li> </ul>
<p><b>Stage 6</b></p>	<p><b>Permanent Exclusion or End of placement</b></p>	<p>The main categories of misconduct which may result in permanent exclusion include but are not limited to:</p> <ul style="list-style-type: none"> <li>● Supply/possession/use of controlled or illegal drugs and solvents or their paraphernalia, or substances intended to resemble them*</li> <li>● Repeated possession of alcohol or tobacco</li> <li>● Repeated supply of alcohol or tobacco</li> <li>● Blackmail, intimidation, racism or persistent bullying*</li> <li>● Sexual abuse or assault*</li> <li>● Carrying an offensive weapon with intent and threatening staff or pupils</li> <li>● Arson*</li> </ul> <p>* At Silver Linings we take our Safeguarding responsibilities very seriously. These areas of misconduct are dealt with in line with our Safeguarding Policy and Procedures.</p>

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Appendix 7: **Silver Linings School – Incident Form**

<b>Name of Child</b>		<b>D.O.B</b>	
<b>Date of Event</b>		<b>Time of Event</b>	
<b>Location of Event</b>			

**Reason for significant event (please cross)**

<b>Accident or injury to staff or Young Person (complete accident form)</b>		<b>Property Damage or Safety Hazard (Fire etc.)</b>		<b>Physical Aggression or Verbal Threat / Abuse (if to staff complete log)</b>	
<b>Abconding/Missing Person</b>		<b>Sexual Assault or Sexualised Behaviour</b>		<b>Drug, Alcohol or Solvent Misuse</b>	
<b>Physical Intervention (complete PI form/Log number)</b>		<b>Bullying or Discriminatory Behaviour (complete bullying log)</b>		<b>Theft</b>	
<b>Self harm</b>		<b>Positive Event</b>		<b>Other (please specify)</b>	

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<b>Staff or other Adults Involved in Event</b> <i>(Name, job title)</i>			
<b>Other Children/Witness(es) Involved in Event (Initials only):</b>			
<b>Description of Event</b> <i>Who, what when, where, behaviour displayed, language use (exact words where possible), damage or injury caused. Give accurate and precise timeline of events.</i>			
Were any injuries caused? If so complete accident form		If yes, accident form number:	
Report completed by:			
Manager signature:			

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Parent/Carer/Social Worker/Other notified (please circle and specify method of communication):

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Appendix 8

**Silver Linings School – Incident Form including RPI**

<b>Name of Child</b>		<b>D.O.B</b>	
<b>Date of Event</b>		<b>Time of Event</b>	
<b>Location of Event</b>			

**Reason for significant event (please cross)**

<b>Accident or injury to staff or Young Person (complete accident form)</b>		<b>Property Damage or Safety Hazard (Fire etc.)</b>		<b>Physical Aggression or Verbal Threat / Abuse (if to staff complete log)</b>	
<b>Absconding/Missing Person</b>		<b>Sexual Assault or Sexualised Behaviour</b>		<b>Drug, Alcohol or Solvent Misuse</b>	
<b>Physical Intervention (complete PI form/Log number)</b>		<b>Bullying or Discriminatory Behaviour (complete bullying log)</b>		<b>Theft</b>	
<b>Self harm</b>		<b>Positive Event</b>		<b>Other (please specify)</b>	

<b>Staff or other Adults Involved in Event</b>	
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<i>(Name, job title)</i>	
<b>Other Children/Witness(es) Involved in Event (Initials only):</b>	
<b>Description of Event</b> <i>Who, what when, where, behaviour displayed, language use (exact words where possible), damage or injury caused. Give accurate and precise timeline of events.</i>	

Tick De-escalation strategies used			
Calm reassuring voice		Choices offered	
Script-clear simple language		Non-threatening stance/body language	
Distraction		Option to leave	
Humour		Change of staff	

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<b>Details of RPI</b>			
<b>Why did you use physical intervention? Remember harm can include emotional distress</b>			
Harm to self		Harm to others	
Harm to property		Persistent loss of learning	
<b>Which techniques were used?</b>			
<b>Technique?</b>	<b>How long for?</b>	<b>Staff names</b>	
<b>What happened after the incident? What was the outcome for the child? Was the harm reduced? Was it safe and effective? Would you do it again? Why/why not?</b>			
<b>Has the child's wellbeing been assessed? (reflection)</b>			

Were any injuries caused? If so complete accident form		If yes, accident form number:	
Report completed by:			
Manager signature:			
Parent/Carer/Social Worker/Other notified (please circle and specify method of communication):			

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