



**Reddish Hall  
School**

# Promoting Good Behaviour & Discipline Policy

# Reddish Hall School

## Promoting Good Behaviour & Discipline Policy

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<b>Review Date</b>	<b>September 2017</b>
<b>Owner – Name</b>	<b>Chris Newiss</b>
<b>Owner – Job Title</b>	<b>Head Teacher</b>

<b>Version</b>	<b>Comments/amendments</b>	<b>Name</b>	<b>Date</b>
1.0	2013 Issue	Graham McEwan	September 2013
2.0	2014 Review	Mike Stobart	August 2014
3.0	2015 Review	Chris Newiss & Sarah Makin	September 2015
4.0	2016 Review	Chris Newiss & Sarah Makin	September 2016
4.1	2017 Review	Chris Newiss & Sarah Makin	September 2017

## **Introduction**

This policy supports the school statement of intent

*“that every student should achieve their potential and develop an understanding of and respect for themselves and others”.*

It also supports the aims of ‘TEAM-TEACH’:

To promote the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised.

- To enable services develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, by training in Team-Teach.
- To reduce the amount of serious incidents involving physical controls in all settings and to emphasise the importance of exhausting behaviour management strategies in the first instance.
- To increase the awareness of staff concerning the importance of recording and reporting, monitoring and evaluating, all incidents involving positive handling.
- To provide a process of repair and reflection for both staff and children.

Team-Teach training is fully accredited by the British Institute of Learning Disabilities and is affiliated to The General Services Association.

TEAM-TEACH is a structured, non-violent, staff development programme that promotes techniques that are effective with anger, aggression management utilising therapeutic, education, awareness and communication handling strategies. It puts an emphasis on whole teams of people working together to teach and help facilitate change.

This policy is also shaped by the values outlined in “Every Child Matters” striving to meet 5 key outcomes for all students:

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Wellbeing

The school will always seek to promote positive attitudes and relationships between the school staff and students, their parents/carers and other link professionals. The ethos and values of the school, like Team Teach, emphasise that a wide range of gradual and graded responses be used to reduce the probability of challenging behaviour escalating towards violent or destructive behaviour. The emphasis is always on preventative measures, diffusion and de-escalation, which make up more than 95% of our responses. Where a physical intervention does prove necessary this is not seen as the end of the matter. Rather it leads to a process of repair, reflection

and review to ensure all involved learn from these situations and to reduce the probability of similar incidents re-occurring.

## **Rationale**

The students attending Reddish Hall School have a history of emotional, social and mental health difficulties and a statement of special educational needs or Education Health and Care Plan which notes the nature of these difficulties. Such difficulties are often the cause or the result of other special educational needs. They may arise out of difficult life experiences or be the result of a medical condition. Some students have a long history of disruptive behaviour of a serious kind that may include violence towards peers and/or staff. Therefore, the school acknowledges that our students may from time to time exhibit challenging behaviours that vary both in intensity and duration. In developing appropriate behaviour in our students the school promotes the use of a range of techniques.

It also acknowledges that some students' behaviour may be so severe as to require the use of reasonable force and that all school staff have a legal power, under section 93 of the Education and Inspections Act 2006, to use reasonable force to prevent a student from committing an offence, causing injury or damage, or prejudicing the maintenance of good order.

It is crucial to the successful management of these behaviours that staff work closely with parents/carers, other interested parties and the students themselves to ensure a consistent approach to behaviour management is implemented which actively develops each student's own ability to take responsibility for and control of his own behaviour. The approach used draws from the school's own experience of 'best practice' combined with the principles and practices of TEAM-TEACH.

## **Aim**

The aim of the policy is to ensure a consistent approach to supporting students in modifying their own behaviour.

## **Objectives**

The objectives of the policy are to:

- promote a shared understanding of what constitutes good practice in responding to behaviour difficulties,
- promote, encourage and reinforce the highest possible standard of student behaviour,
- encourage consistency of response to both positive and negative behaviour
- ensure staff use consistent approaches which encourage students to develop their ability to manage their own behaviour,
- ensure that reinforcement of appropriate behaviour supports learning,
- ensure the school's expectations and strategies are widely known and understood

- support the school's approach to the physical management of students
- Enable every student to function and perform appropriately and successfully in and out of the school environment, both now and in their life after school.

### **School Ethos**

School staff have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other, as their example has an important influence on the children.

As a staff team we aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

### **Philosophy**

In seeking to achieve these objectives the school recognises the importance of a commitment to promoting the spiritual, cultural, moral, academic, social and emotional development of the students in an atmosphere of mutual trust and respect.

The philosophy and ethos the school reflects respect for all students irrespective of their age, sex, religion or ethnicity and includes a clear set of values that are seen as important both within the school and the wider community. These include respect for all, for property and for honesty, trust and fairness. The school recognises that students are entitled to feel safe, cared for and free to learn and to know that they will receive appropriate praise, reward and encouragement to achieve their potential. However, if they or other students impinge upon this process they need to be made aware that sanctions will be imposed. Within such an environment the school aims to ensure the growth of each student's self-respect and self-discipline.

It is crucial to the maintenance of this ethos that the staff recognise the importance of their leadership role and present positive models to students. They should not act in any way that is likely to destroy trust and/or respect. Therefore, staff should never act or comment in a way that lessens a child. Rather they should set clear, appropriate and attainable goals for which students can be rewarded when they are achieved. Students should be helped to work with the knowledge of their rights and be encouraged to recognise and respond to their responsibilities. They should be

assisted to show tolerance, empathy and understanding and to demonstrate, through their daily actions, a clear understanding of what is right and wrong.

## **Implementation**

Successful implementation of the policy requires that students should be provided with a consistent approach to their needs in an orderly environment. To this end:

- Each period of tuition should commence and end on time; be delivered in a suitable learning environment for the student and; have due regard to the identified learning style.
- Students should receive well-planned lessons with suitably differentiated materials and approaches where appropriate.
- Tasks set should be clearly explained with outcomes positively stated and should relate to any specific learning targets contained in the student's individual plan.
- Staff should listen to students and respond accordingly.
- External interruptions should be kept to a minimum and with all necessary materials for the delivery of each lesson being readily accessible to students.

All students agree to the school's educational and behavioural philosophy before admission. However, not all students' intrinsic motivation and state of acceptance will be the same and individuals may bring distraction and disturbing concerns to the working environment on occasions. It is, therefore, necessary for such students to be helped to learn to value being taught in their teaching group and be concerned at any absence from class. This will require support from the teacher and student support worker who should use a staged response to incidents as part of an individual behavioural plan. However, on occasions, students and staff may find it advantageous to seek to resolve a problem outside the classroom.

Some students may seek confrontation. Such confrontation will need to be de-escalated skilfully by staff, who will offer opportunities for "talking therapies" with relevant support. Staff should ensure they do not model aggressive behaviour. Rather such behaviour should be discouraged in a calm and well-measured style. The basic school rules and generic behaviour system should reduce the possibility of major issues occurring. The physical management of students should only be use in **extreme** situations.

## **Approaches to behaviour management**

The concept of behaviour management understood and used in our school is based around the positive philosophy, aims and ethos of the school in conjunction with current legislation. Central to this is the positive encouragement of individual students by all relevant parties using specifically designed and agreed individual programmes of learning and behaviour.

Behaviour improves best where there is a shared agreement between students, parents, the placing authority, where appropriate, the local social services department, and the school as to the best approaches to be used. Each party involved must accept their responsibility and work together to achieve the desired outcome for the individual student's welfare, education and development. This process begins at the referral stage and includes the completion of a risk Assessment. Unless the concerns presented are significant the risk assessment is usually conducted within the first half-term of admission (6-8 weeks). The reason for this is so that the new student can make a fresh start and has time to settle and become used to how the school operates, whilst enabling the school to gain a clearer picture of his needs.

### **Classroom Management**

Classroom management and teaching methods have an important influence on student's behaviour. The classroom environment gives clear messages to the student's about the extent to which they and their efforts are valued. Relationships between staff and students, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way students behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

### **Rules and Procedures**

Rules and procedures are designed to make clear to the students how they can achieve acceptable standards of behaviour and must:

- Be kept to a necessary minimum;
- Be positively and clearly stated, telling the student what to do rather than what not to do;
- Actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

The school has a basic set of classroom rules which is displayed in every teaching and learning area.

### **Behaviour Team**

In addition to the already high levels of support and guidance available to the students the school has a dedicated behaviour team which provides specialist input and support to students and staff alike.

### **Behaviour Plans**

Every student has a generic group behaviour plan (**GBP**) which forms part of the annual review process and provides a basic overview as to their behavioural performance.

Where students do not respond to the general ethos of the school it will be necessary to develop an Individual Behaviour Plan (**IBP**), or short term behavioural for that student. This will focus on the specific behaviours causing concern and the methods used to ameliorate them.

It may be that a risk assessment based on available information, or one based on an assessment carried out during the student's first few weeks at school reveals the potential for violent behaviour. In this case it may be deemed that the student is identified as demonstrating a higher risk of requiring physical intervention by staff. In these cases the student will have Positive Handling Plan (**PHP**) drawn up. This plan will include:

- typical behaviours which may lead to confrontation
- strategies to be used to defuse the situation
- recommended strategies and techniques where physical intervention is unavoidable
- typical responses to physical restraint, if known
- strategies/techniques to be avoided during physical intervention
- any essential medical or other information

The PHP will be reviewed:

- on or before the date specified in the plan
- if the plan is not leading to a reduction in incidents requiring physical intervention

If a student displays improved behaviour and/or a reduction in the frequency, level or intensity of physical incidents the plan may be:

- suspended and his progress monitored
- amended to reflect recent improvements
- withdrawn completely (on the understanding it may be reinstated should it be deemed necessary)

There may be occasions when specific behaviour problems continue on a regular basis despite the school's efforts. If it is then identified by senior staff in the school that this continuation of behaviour is causing a significant risk in relation to an individual student then an emergency meeting will be organised. It may be appropriate to impose a fixed term exclusion on the student at this point, inviting the local authority, parents/carers and the school's own consultants to assist in addressing the student's difficulties.

*NB.* It should not be assumed that every student subject to a PHP presents confrontational or aggressive behaviours. PHP's are designed to cover a wide range of additional need including:

- medical needs and conditions
- levels of supervision required
- for the safety and protection of an individual
- for students presenting a greater risk to themselves or others

#### **Criteria for the exclusion of students from school**

Only the Principal or, in his absence, another senior manager can exclude a student from school for a fixed term period. No student is to be permanently excluded without the express agreement of the Principal (see exclusion policy for further details)

#### **The use of rewards and sanctions**

As previously stated, the schools' systems for behaviour management relates to the overall school philosophy and therefore is based upon an individualistic approach. This is a complex goal to achieve. However this system is central to each individual student's success and achievements in his personal, social, emotional and academic development.

Rewards and sanctions should be used in a sequential and graded manner.

#### ***Rewards***

Rewards should be used to increase motivation, the desire to succeed and to build self-esteem through the recognition of such things as the achievement of high standards of work, good behaviour and attendance. The reason for and the nature of the rewards should be clear to both staff and students and should be awarded as soon after the event as possible.

The basic rewards system is based upon every student beginning each week with all their behavioural rewards in place. Consequently any student displaying good behaviour throughout the week will maintain their 4 Star 'Merit' for good behaviour resulting in numerous awards, prizes and opportunities to access activities on a Friday afternoon known as 'Options'. This is graded during the course of the week with the intention of enabling as many students as possible to access the weekly merit awards at varying levels.

As every week provides a fresh start for all students each begins the week with 3 options. Options are taken away from a student each time they are given a removal in line with the schools sanctioning system. Students keeping their options will have the choice each Friday afternoon to go out of school on trips, sporting activities etc. or remain in school and earn money from working with staff around the school.

Any student losing their options will make up the work missed on that Friday afternoon. This is known as 'lost options'.

Students losing an option (following a removal) will be given the chance to 'earn it back' by remaining in class and not receiving any further 'removals'. The number of removals students are permitted to have before they can no longer 'earn back' varies depending on their year group with expectations increasing as they progress up the school. For example a student in Year 7 is currently permitted up to 4 removals before they can no longer 'earn back' their options whereas a Year 11 student is permitted only 1 removal.

In addition to the weekly 'Merit' scheme numerous other rewards (depending on age of student) are offered including:

- public and/or private praise and recognition of achievement, effort and appropriate behaviours
- written praise on work and in home school communication book
- certificate (daily, weekly, termly or annually)
- phone call home by senior member of staff
- choice of activity at break times
- assist teacher/PSW outside normal class environment
- gain a commendation for outstanding work
- game a merit for consistently good behaviour
- gain a reward for achieving a specific target
- gain an end of term trip or event for consistently good behaviour, attendance or academic progress
- gain an agreed specific reward such as pens, magazines, comics, etc.
- gain a termly prize for academic progress
- represent the school team for a sporting event
- earn money from a variety of jobs and tasks around the school

Specific rewards may also be stipulated on a student's target sheets (IBP/PHP) covering such things as:

- behaviour in specific lessons
- behaviour during transport
- attendance
- behaviour at meal times
- behaviour at break times
- behaviour in all lessons

### **Sanctions**

A successful system of sanctions relies upon the students being aware of what constitutes appropriate behaviour and that the imposition of a sanction is a consequence of their actions. A classroom philosophy that aims to encourage and stimulate learning and behaviour should reduce the need for the use of sanctions. The adult-student relationship is central to this process. In dealing with students, staff must ensure that they do not become over familiar as this may only serve to produce a negative response. In addition, staff should use simple and appropriate language that indicates to the student that a problem is arising and this could lead to a consequence. Before a member of staff imposes a sanction s/he must take account of the student's current circumstances that may account for, if not, justify his/her actions. Any sanctions used should be recorded appropriately.

The school works on a highly structured sanction system comprising:

- inform student of what he is doing is not appropriate (**Reminder**)
- inform student that should he not stop his actions he will lose a break (**Warning**)
- student has not altered his behaviour despite the above consequently he will be informed of his 'lost break' and the reasons for it (**Lost Break**)
- despite chances to improve their behaviour the student continues to exhibit significantly disruptive and unacceptable behaviour leading to their withdrawal from class/group environment (**Removal**)

It should be noted that certain behaviours (e.g. abusive language, verbal or physical aggression) will result in higher tariff sanctions i.e. lost break or removal.

In addition to the sanctions system the school uses numerous additional strategies including:

- note in home/school communication book
- loss of privilege
- detention
- separation from class group for set period
- phone call home from senior member of staff
- making a verbal or written apology
- home visit by a member of staff
- fixed term or permanent exclusion (normally after all other channels have been exhausted)

## **The physical management of students**

The school ensures that all placing Local Authorities and Social Service Departments, parents/carers and potential students are made aware of the school's policy on the physical management of students. This is discussed with parents/carers and potential students during the interview process where the reasons for and the methods used to physically manage behaviour should be demonstrated. This should ensure that all concerned have a clear understanding of the school's approaches and should the physical management of a student be required then the method used should not come as a shock to them.

The school recognises that despite its philosophy, ethos, expertise and experience, a student may on occasions be unable to control his own actions to such an extent that his behaviour meets the agreed criteria for the set procedures for physical intervention to be implemented.

The use of physical intervention must take account of the student's own best interests, sensitivities and sensibilities, his own likely perceptions of situations, his emotional state and levels of understanding. Physical intervention should never be used as a punishment and must only be used in line with agreed criteria and procedures.

## **Anti-Bullying and Harassment**

The school adopts a zero tolerance policy on bullying and harassment in whatever form it takes. This is clearly outlined in the school's anti-bullying and integrated equality policies. Students are actively encouraged to report bullying. The high levels of supervision mean that any such unacceptable behaviours will be tackled immediately and swiftly. The issues of bullying and harassment also form part of the schools PHSE and tutorial group programmes.

## **Detention**

The school employs a detention system designed to target unacceptably poor or repeated poor behaviour. Detentions are designed as a short term and immediate deterrent for students. They are also intended to highlight to the individual the fact that their behaviour has been beyond what is acceptable at the school and to hopefully discourage them for any repeat.

Detentions can be given for a variety of reasons including:

- repeatedly disruptive behaviour
- too many removals from class
- too many removals from specific classes
- verbally or physically challenging behaviours
- bullying
- absconding

- smoking
- damage to property

Any member of staff can make a request to place a student on detention. However the decision to detain a student after school lies with the Behaviour Manager who also assumes overall responsibility for the management of the detention procedure at the school.

- All detentions, unless circumstances dictate otherwise, will be served at the end of the day in which the poor behaviour has occurred. This is designed to deal with the situation immediately thereby giving the student a fresh start, in terms of sanctions owed, the following day.
- Parents are contacted by the school informing them of the reasons for their child's detention. A follow up call may also be required from a more senior member of staff providing further details as to the nature of the poor behaviour.
- The standard duration of a detention is **1 hour**. However this is reduced to 45 minutes if the student begins and serves his detention immediately and without incident.
- Detentions may extend beyond the hour mark should a student fail to serve it correctly.
- Detentions extending beyond the hour mark will usually be followed up by a telephone call to parents explaining the reasons for a delay in their child leaving at the anticipated time.
- It may be decided that, due to a student failing to manage his detention, he will be required to repeat it the following day.
- Unless travelling in their own taxi students will be transported home after their detention by a member of staff. If at any time there is concern about health and safety in transporting a student, parents will be contacted and an alternative plan of action agreed.

## **Absconding**

The school does not operate a locked door policy with students encouraged to take responsibility for their own actions and play a full and active part in school life. Students are never permitted to leave site unsupervised however there are occasions when an individual may choose to abscond despite the high levels of supervision in operation at the school. The school's absconding policy details the procedure to be followed in the event of a student leaving the site without permission.

## **Smoking**

The school does not allow smoking on site. All students are made fully aware prior to admission that any smoking materials must be secured in their locker upon arrival. Any student failing to surrender smoking materials, and then subsequently discovered to have them on their person will have them confiscated and not returned. Parents and students are also made aware of this practice prior to admission.

## **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. Early warning of concerns should be communicated to pertinent staff so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation.

In all of the above staff must look to parents/carers for support and daily dialogue, when required, to ensure consistent approaches and management methods are employed for the benefit of the student.

This policy should be read in conjunction with the following, which form the Reddish Hall Safeguarding portfolio, and which are available, on request, from the school:

- Safeguarding Policy
- Recruitment and Selection Of Staff
- Procedure For Managing Allegations Against Adults
- Absconding procedure
- E-safety

- Critical Incident Management
- Anti-Bullying
- Integrated Equality
- Exclusion
- First Aid Policy
- Drugs Education

Date of last policy review: September 2015

Reviewed by: Sarah Makin - Assistant Head

Date of next scheduled review: September 2016

## REDDISH HALL SCHOOL Group Behaviour Plan (GBP)

**Name:** \_\_\_\_\_ **DoB:** \_\_\_\_\_ **Class** \_\_\_\_\_

**GBP date:** \_\_\_\_\_ **To be reviewed before each Annual Review**

### Reasons for Behaviour Plan

1. 's statement indicates that he has behavioural difficulties which cannot currently be met in a mainstream school.
2. The behavioural difficulties are impeding academic progress.
3. needs to attend a special school for students with emotional and behavioural difficulties.

### Strategies/Action

1. Implementation of the school's behaviour system.
2. Monitoring of behaviour by the Student Support Worker.
3. Support in the classroom to help him work to his potential.
4. Recognition and praise following successful work and positive behaviour.

### Targets

1. To have E grade for behaviour in at least 80% of lessons.
2. To remain in at least 98% of lessons without needing to be removed.
3. To have A grade for effort in at least 80% of lessons.
4. To attend at least 90% of school sessions.

Date targets discussed \_\_\_\_\_ Signed..... Student  
.....Staff

**REDDISH HALL SCHOOL Individual Behaviour/Social Plan**

**Name**  
**Class**

**DoB**

**IBP date**

**Review date**

**Reasons for Behavioural Plan**

1.

2.

3.

**Strategies/Action**

1.

2.

3.

**Targets**

1.

2.

3.

Date targets discussed  
Student

Signed.....

.....Mr. Bailey

**Positive Handling Plan (PHP)**

Name: \_\_\_\_\_ Class group: \_\_\_\_\_

Date of plan: \_\_\_\_/\_\_\_\_/\_\_\_\_ Review date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**TRIGGER Behaviours:**

(Describe common behaviours / situations which are known to have led to Positive Handling being required. When is such behaviour likely to occur? e.g. medication, peer conflict, external issues)

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**TOPOGRAPHY of Behaviour:**

(Describe what the behaviour looks / sounds like?)

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**PREFERRED Supportive & Intervention Strategies:**

(Other ways of C.A.L.M.ing such behaviours Describe strategies that, where and when possible, should be attempted before positive handling techniques are used)

- |                             |                          |   |                          |
|-----------------------------|--------------------------|---|--------------------------|
| Verbal advice and support   | <input type="checkbox"/> | Distraction (Change subject / known likes etc.) | <input type="checkbox"/> |
| Reassurance                 | <input type="checkbox"/> | Take up Time / Busy (Jobs, Work etc.)           | <input type="checkbox"/> |
| C.A.L.M talking / Stance    | <input type="checkbox"/> | Time Out (To avoid problem or to cool off)      | <input type="checkbox"/> |
| Negotiation                 | <input type="checkbox"/> | Withdrawal (Requires Staff Observation)         | <input type="checkbox"/> |
| Choices/ Options given      | <input type="checkbox"/> | Consequences / Limits / Firm clear directions   | <input type="checkbox"/> |
| Humour                      | <input type="checkbox"/> | Rotate Adult /Send for specific staff member    | <input type="checkbox"/> |
| Silence / Planned Ignoring  | <input type="checkbox"/> | Contingent Touch                                | <input type="checkbox"/> |
| Success Reminder/ Positives | <input type="checkbox"/> | Other _____                                     | <input type="checkbox"/> |

**Praise Points / Strengths:**

(Areas that can be developed and built upon) Please state at least 3.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Medical Conditions:** (that should be taken into account before physically intervening i.e. Asthma, Broken bones)

**Preferred Handling Strategies:** (Describe nature of handling indicating numbers of staff, what “get outs” that can be used when holding, etc plus any techniques or strategies to be avoided)

- |                   |                          |                |                          |                              |
|-------------------|--------------------------|----------------|--------------------------|------------------------------|
| Single elbow hold | <input type="checkbox"/> | Escort         | <input type="checkbox"/> |                              |
| Double elbow hold | <input type="checkbox"/> | Standing       | <input type="checkbox"/> |                              |
| Figure of four    | <input type="checkbox"/> | Seated (chair) | <input type="checkbox"/> |                              |
| ½ Shield          | <input type="checkbox"/> | Seated (floor) | <input type="checkbox"/> |                              |
| T-Wrap only       | <input type="checkbox"/> | Ground*        | <input type="checkbox"/> | * Specifically trained staff |

**De-briefing process following incident:**

(What is the care to be provided e.g. go to specific areas, sit with identified staff etc.)

**Post Incident Action:** (Who, if anybody, should be informed, follow up action etc.)

**Plan discussion:** (confirmation that plan has been discussed with student and relevant staff - PSW, Behaviour team, Year Head etc)

\_\_\_\_\_ (Student) \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

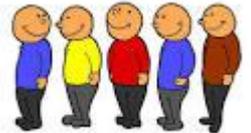
\_\_\_\_\_ (Staff 1) \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

\_\_\_\_\_ (Staff 2) \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_



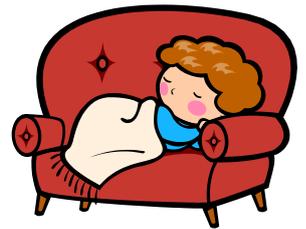
# Reddish Hall's Classroom Rules

1. Line up and enter the classroom sensibly



2. Put your hand up to speak

3. Ask permission before leaving your seat.



4. Keep chairs on four legs

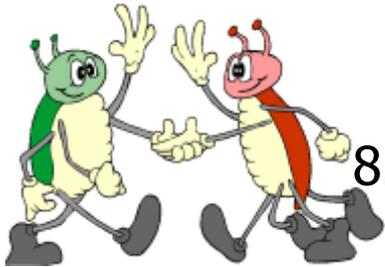
5. Pay attention during instructions and teaching





6. Follow instructions given by staff

7. Accept staff guidance without arguing



8. Be polite to staff and other pupils

9. Leave the room in an appropriate way



10. Talk to your PSW or Teacher about issues at a sensible time



# Reddish Hall Merits

<b>4 STAR MERIT</b> <i>(no sanction all week)</i>	<b>=£2</b>
	
<b>3 STAR MERIT</b> <i>(No sanction for three days)</i>	<b>=£1.50</b>
	
<b>2 STAR MERIT</b> <i>(No sanction for two days)</i>	<b>=£1</b>
	
<b>1 STAR MERIT</b> <i>(No sanction for one day)</i>	<b>=50p</b>
	

**5 STAR SUPER MERIT**

**=£4**

**4 WEEKS WITHOUT A SANCTION**

# Reddish Hall Options 'Earn Back'

Below is the maximum number of removals a pupil is allowed to have before they lose their 'option earn back'. Any pupil getting more removals than listed will have 'lost options' to do.

**KS4 - 1 REMOVAL ALLOWED**

**YR 9 - 2 REMOVALS ALLOWED**

**YR 8 - 3 REMOVALS ALLOWED**

**YR 7 - 4 REMOVALS ALLOWED**