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**Behaviour for Learning**

**Policy**

**Reviewed: September 2022**

**Next Review: September 2023**

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**1.Policy Statement**

**Please note that this policy works in conjunction with the MS PRU Behaviour and Communication policy (Appendix 1), since many pupils who attend Music Stuff are dual roll with MS PRU; Music Stuff staff are expected to acknowledge MS PRU protocols.**

All pupils within Music Stuff have been, or are at risk of being, permanently excluded from mainstream secondary schools. Music Stuff believes that every child’s journey through education is unique, therefore we reject a ‘one size fits all’ approach to education and offer unique pathways for pupils to succeed and fulfil their potential.

We recognise that all pupils have different barriers which potentially have a detrimental effect to the development, behaviour and learning of themselves and others. We accept that traditional methodologies for managing behaviour are not always effective and in some cases, have a negative impact on learning and development, so we look to break this cycle. The ethos of this policy is based upon a firm belief; that behaviour can be modified, through developing self-esteem, and offering effective support.

To uphold this belief Music Stuff aims to:

* Provide a safe and welcoming learning environment, where all pupils have the means to succeed.

* Break down barriers to learning and development; creating successful lifelong learners.

* Work with agencies and external professionals, to address and support issues underlying non/poor attendance and disengagement from education.

* Reduce isolation, increase engagement, and develop confidence and self-esteem.

* Promote diversity through ensuring equal access and development under the national curriculum for all pupils.

* Develop positive, tolerant, and successful citizens of the community through a focus on spiritual, moral, social, and cultural education programmes.

**2. Rights**

In order for all staff and pupils to work in a safe and effective learning environment, everyone at the Music Stuff has responsibilities to protect everyone else’s rights, and to ensure that these rights and responsibilities are communicated effectively.

| **Rights** |
| --- |
| The right to be physically and emotionally safe. |
| The right to be heard. |
| The right to make choices and contribute to decision making. |
| The right to learn. |
| The right to a school environment that is free of sexual harassment, racial discrimination, and discrimination of any sort on the grounds of colour, size, age, disability, culture, religion or sexual orientation and gender identity. |
| The right to be treated with respect and dignity. |
| The right to a welcoming, well-resourced and clean school. |

Responsibilities protect core rights and are regularly discussed with students and staff. Responsibilities are clear, positively phrased, fair, reasonable and unambiguous. When staff are dealing with undesirable behaviour reference should be made to which responsibility has been broken.

Music Stuff have devised the responsibilities in consultation with staff and students to ensure that all rights are appropriately upheld.

**PLEASE TURN OVER FOR A LIST OF RESPONSIBILITIES:**

**3. Responsibilities**

Appendix 2 provides this document as a poster.

1. I will treat other people with respect
2. I will keep myself and other people safe
3. I will look after my own and others’ property and respect my learning environment.
4. I will use language that is acceptable for a positive learning environment.
5. I will ask for help, and accept it, when I need it.
6. I will take responsibility for my own actions
7. I will be present and ready to learn at the start of my lesson.
8. I will follow the classroom rules:
   * I will stay in my seat.
   * I will not interrupt others.
   * I will not use my mobile device in class.

**4. Routine**

Clearly established routines greatly help in the smooth running of the school. Classroom staff should establish routines in the classroom. This may include entry to the room, settling, seating plans, cues for answering/asking questions, movement around the room, fair use of teacher time or support time, clearing up, target setting and reviewing and exit from the classroom.

There are other routines within Music Stuff and a clear daily routine exists for the following:

* Breakfast and registration
* Breaks and lunchtimes
* Physical Education
* Target setting and Key Worker time.

**5. Vigilance**

Staff adapt the degree of vigilance required to maintain good order. In general staff use relaxed vigilance i.e. Staff pay attention to issues that matter. The concept of relaxed vigilance is not an exact science and staff at Music Stuff regularly give and receive feedback on this issue e.g. in private discussion, debriefing, performance management etc.

Staff need to consider what behaviour to address and what may be best tactically ignored: in other words how vigilant do we need to be?

| **Overly vigilant Relaxed vigilance Insufficiently vigilant**  ***Staff pay attention to Staff pay attention to Staff fails to attend to everything, issues including issues that matter some issues that***  ***matters of low matter***  ***importance***  Too many issues to deal Issues appropriately dealt with Undesirable behaviour  with and failure to follow and followed up is left unaddressed  them up  Can lead to too much A healthy balance Too little attention given  attention being given to between dealing with to behaviour so that  behaviour and not behaviour and learning learning is difficult  enough to learning  Students feel hectored Students feel safe Students are unsure  what behaviour is  acceptable  Staff can appear over Staff appears calm Staff can appear  stressed uncaring |
| --- |

**6.Motivation**

Staff at Music Stuff believe that motivating students to behave in socially acceptable ways is crucial. An immediate consequence provides feedback to the student. Therefore, Music Stuff will offer rewards that encourage positive behaviour and sanctions that discourage negative behaviour. Reflecting on a student’s achievements will enable them to recognise their progress and build their self-esteem.

*Intrinsic Motivation*

Intrinsic motivation is the idea that students will possess the self-belief and desire to independently learn and succeed. It is apparent that, due to the complex needs Music Stuff’s cohort present, students often lack the self -esteem and self-belief needed for motivation; the school is passionate about developing students’ intrinsic motivation. We believe that pupils who enjoy safe, supportive and effective education will be more motivated to learn. The following list details the variables the school considers to further develop pupils’ intrinsic motivation:

* Engaging, diverse and effective teaching: The curriculum offer is delivered by passionate educators/support staff who encourage participation and understanding in lessons. The belief is that pupils’ motivation will increase if they are comfortable to engage; pupils’ ability and curriculum access is underpinned by constant intervention, support and assessment which enable us to adapt lessons to appropriately. We offer a diverse curriculum which is enriched by the wider community and external agencies; SMSC (Spiritual, Moral, Social and Cultural) education is heavily promoted throughout the school curriculum.
* School Community: The acceptable use policy, the student council and transparent rewards systems all contribute to an environment which fosters cooperation. The school works in collaboration with pupils to deliver an offer which listens and responds to their needs; the approach of Music Stuff is ‘Together’ not ‘Us and Them’. If pupils feel happy in school, then they are more likely to be motivated to succeed.
* Relationships: Music Stuff promotes positive and professional relationships between staff and pupils. Staff are encouraged to join in activities, show an interest in pupils and support them with personal, social and emotional development. The school also promotes acceptance and challenges bullying of any form; all pupils within the school have the opportunity and right to feel safe and happy in their environment. We believe in creating an environment which provides opportunities and activities which enable pupils to build positive relationships with their peer group.

We believe in a consistent framework which has a balance between encouraging good behaviour and correcting undesirable behaviour, but due to the student’s low self-esteem we accentuate the positive.

Positive reinforcement is the action of rewarding desired behaviour to increase the likelihood of recurrence; this approach is a pillar of Music Stuff’s practice. Positive reinforcers come in many forms and staff at Music Stuff are expected to utilise these constantly to promote positive behaviour for learning; the following lists a range of some extrinsic motivators, and examples of the positive behaviour they may recognise and reinforce:

| Motivators | Positive Behaviour |
| --- | --- |
| * Verbal Praise * Written Praise * Prizes * Extended Breaks/Free Periods * Merit System * Progress/Behaviour champion (weekly) * Wall of Achievement * Gift Vouchers * Collective Rewards * Phone Calls Home * Certificates * Acknowledgement of Progress | * Answering a question in class. * Attempting work. * Participating in an activity. * Clearing up after oneself. * Using appropriate language. * Meeting targets. * Attendance/Punctuality purposes. * Listening to staff. * Reading in class. * Exhibiting a positive action. * Helping staff. * Helping peers. * Improving misbehaviour (post). |

We believe that for extrinsic motivators to work, they must be consistent, fair and relevant. Staff are encouraged to use rewards to spur on learning; for example, a pupil may receive immediate praise for suggesting an answer in class, which in turn will encourage future participation. External motivators are less effective If they are given post activity and not communicated effectively; that is why rewards/praise will always be timely, accessible and clearly displayed in each centre.

**7.School Monitoring System**

Behaviour is carefully monitored and scrutinised through the recording of merit points. During every lesson, a pupil’s attitude to learning and behaviour is assessed, and they are awarded merit points to signify their progress, this is on a scale from 1-5 (Appendix 3 is our merits poster).

| **1** | **2** | **3** | **4** | **5** |
| --- | --- | --- | --- | --- |
| A lot of improvement Needed | Some improvement needed | Ok | Good | Excellent |

Scores are logged on the schools monitoring system (online) via the teacher who facilitated the lesson. Additionally, the Learning Centre Manager assesses behaviour and awards merits to individuals during AM/PM periods, recording this by means of scoring in the same way. E.G if a pupil participated in four lessons excellently (5 points per lesson), and behaved excellently during the morning and afternoon, then they would achieve the maximum within that day.

*Descriptors:*

5: Excellent effort and behaviour. Followed all instructions and demonstrated good listening, effort and behaviour.

4: A good attempt to conform to all instructions. Cooperated with staff and attempted all the work set.

3: May have needed support but attempted to conform to instructions. Most work attempted with only minor disruptions.

2: Needed support to regulate behaviour; which was hindering themselves and others. Insufficient amount of work and/or learning completed.

1: Minimum engagement with learning/classwork; may have presented disruptive behaviour which hindered learning. May have been involved in repeated misbehaviour incidents, or a serious instance of misbehaviour.

0: Did not attend class.

Pupils are rewarded for achieving high scores at the end of the week. The pupil with the most merits in a week will receive a voucher/prize equivalent to £15; should 2 or more pupils be joint highest, then a draw will take place to select a winner for the day. In special circumstances, a manager may wish to award two (or more pupils) the weekly merit award, however this should be a rarity and agreed upon with a member of the SLT. Pupils will receive a certificate and phone call home upon winning the award.

Pupils who achieve the Merit Award will be displayed upon the wall of achievement, to recognise and celebrate their success.

Points recognise progress and achievement; **under no circumstances** will any staff use this system as a punishment (such as demerits) as we recognise this is counter to the philosophy underpinning the system.

Parents will be made aware of their child’s score, every week.

*Champions of the Week*

Each week (Friday) there will be two extra awards handed out; these awards are separate from the merits and are used to acknowledge pupils who have made exceptional progress. One of these awards (progress champion) will receive a voucher/prize equivalent to £10. Pupils who achieve 70% of their weekly merits will go into a draw for a chance to be named the progress champion.

**8. Opportunities and Sanctions**

*Opportunity Ladder*

Parallel praise governs our practice; our educators praise pupils doing the right thing more than criticising the pupils who are doing the wrong thing. However, we recognise that there needs to be clear opportunities for pupils to identify when they are behaving negatively and not upholding their responsibilities, in order for them to quickly rectify their behaviour. Music Stuff uses an opportunity ladder, which is used to support pupils in acknowledging their misbehaviour, and improving it; in an environment which looks to break the mould (from past provisions), this system looks to provide opportunities for pupils to develop an understanding on when they are displaying inappropriate behaviour, and the instant opportunity to modify it.



| **Opportunity Ladder** | **Descriptor** |
| --- | --- |
| **Learning Centre Manager involvement.** | The Learning Centre Manager will directly supervise/meet the pupil, and devise an appropriate strategy for the rest of the period. A 0.5 day FTE will be issued. |
| **Opportunity Zone** | Pupil receives a warning and increased support to amend their behaviour. |
| **Positive Recognition!** | If a pupil exhibits positive behaviour, effort and/or attitude, then the centre manager will award them a postcard certificate and a phone call home. |

In cases of extreme behaviour such as incidents of violence, vandalism, bullying and severe defiance, a pupil will lose the right to proceed through the opportunity ladder. Such exteme behaviour requires an immediate sanction, which may remove them from the teaching and learning area.

*Sanctions*

Where possible staff employ logical consequences in direct response to the student’s behaviour. This approach will keep the link between the student’s behaviour and the appropriate consequence. E.g. if a pupil intentionally causes a mess, they will be provided the opportunity to clear it up.

For a sanction to be effective, it must be something that a pupil does not want, but under no circumstances must it be in any way physically or psychologically harmful. Sanctions will never embarrass or humiliate a pupil. To further increase the effectiveness of the sanctions, the attention given to the pupil demonstrating inappropriate behaviour should be limited, while praising those around that are working and behaving appropriately.

Any opportunity or sanction should be transparent; the pupil should be made aware of what the opportunity or sanction is recognising, and what positive change is expected. Group sanctions should be avoided, as individuals should respond to their own behaviour. It is expected that the opportunity ladder is utilised to tackle most misbehaviour, however, when misbehaviour is persistent or presents a significant risk to the school community, the rapid escalation of this system (Centre Manager Involvement) is expected. It is crucial that at all times the behaviour, not the pupil, is targeted; the opportunity ladder should be used as a mechanism to provide support for pupils to understand and rectify their behaviour, rather than be administered as a punishment, therefore, opportunities should be presented to pupils in a positive light.

E.G Pupil A is excessively talking whilst the teacher is demonstrating a concept

Opportunity 1: Verbal Acknowledgement

The teacher calmly says, “Pupil A, you’re talking a little too much, and I know you can help me with the next question….”

In instances of significant misbehaviour, staff should record details of the incident via the behaviour for learning log. In any instances of significant misbehaviour (red), the pupil’s parents/carers should be made aware via telephone, that same day.

The following is a list of serious forms of misbehaviour which are expected to be reported:

* Physical Assault against Adult
* Physical Assault against Pupil
* Verbal Abuse/Threatening Behaviour Adult
* Verbal Abuse/Threatening Behaviour Pupil
* Bullying
* Theft
* Damage
* Sexual Misconduct
* Racist Abuse
* Drug and Alcohol Related
* Persistent Disruptive Behaviour

**9. Restorative Practice**

Wherever possible, Music Stuff will seek a restorative approach to all incidents. Appendix 4 is our behaviour reflection sheet which is regularly used in key worker sessions and always in re-admittance meetings. This process does not assign blame but encourages the pupils to look at their own and others behaviours with a view to providing a positive outcome for all involved. A restorative meeting either formal or informal, may then be arranged, at which the pupil is encouraged to think about the following:

* What happened
* How they felt at the time
* Who was affected by what happened
* How they feel about it now
* Repair and the future
* Accept responsibility

This process may be repeated with as many pupils as were involved and it may culminate in a group session and / or further sessions involving parents, schools and outside agencies. Everyone is encouraged to contribute to the repair process and by using this approach, pupils are taught to take responsibility for their own actions

At Music Stuff, Restorative Approaches are used within everyday practice. Restorative approaches are used in a wide variety of incidents to tackle the types of behaviour displayed within our school.

The Restorative Framework places the systematic and planned development of community at the heart of learning about what is important to others. Daily key worker sessions are essential practice in promoting this.

Appendix 4 is the behaviour reflection sheet; this document is regularly completed to support pupils to investigate their behaviour post incident, this will always be completed post-exclusion (during re-admittance).

**10. Interventions**

Whilst a pupil is in a placement at Music Stuff, our staff team work hard to ensure that their individual needs are well understood and supported. This understanding is reached by working closely with, and listening to, pupils and their parents/carers. Alongside skilful teaching to ensure that pupils have access to an appropriate curriculum, ongoing assessments are made to identify priority needs in terms of a pupil's academic and social and emotional abilities. These assessments involve Music Stuff staff, and may also involve professionals from a range of other agencies such as the MS PRU, Educational Psychology Service, Children, and Families Social Care, CAMHS and the NHS. All those involved contribute towards Intervention to enable a pupil to overcome any barriers they may have to their learning and development.

Music Stuff frequently uses interventions to enrich its educational offer and support pupils; most interventions (classroom/post lesson), would usually not need to be tracked and are used to support a pupil with minimum disruption to their education offer. However, long term interventions (LTI) would be meticulously monitored, as these are used to drive (improve) a specific change for the pupil.

When an LTI is issued it has to be agreed upon with a member of the SLT. All interventions must be purposeful (clear aims), realistic, measured (time-based), reviewed and always serve to improve behaviour for learning, under no circumstances should an LTI ever be used for a punishment.

Once an LTI has been set up, a Centre Manager will be expected to meet with the pupil on a weekly basis to review, adjust and support the intervention; staff will be expected to make every effort in ensuring that interventions are successful in meeting their intended aims. LTI paperwork (within the ILP), will evidence formative assessment (reviews) and data to support these judgements (such as attendance over the period).

LTI are managed at the discretion of the School’s judgement, therefore if deemed necessary it may be proposed that LTI be continued, adjusted or/and amended past the scheduled finish point. If this is the case there would be an expectation of clear reasoning which would be discussed with the SLT, pupil, parents and other appropriate parties.

We hope to ensure that all our pupils and parents/carers understand the Interventions we are offering, and the impact that they are having on a pupil’s progress and ability to make a positive contribution as an active citizen.

Interventions are diverse and personalised so this list is not exhaustive, below is a reference of common examples, comprising a list of classroom interventions (CI), post lesson interventions (PLI), and long-term interventions (LTI).

| Intervention Description | CI | PLI | LTI |
| --- | --- | --- | --- |
| Staff Meeting |  | ✓ |  |
| One:One Pupil meeting |  | ✓ |  |
| One:One Learning Support | ✓ |  | ✓ |
| Flexible Timetable |  |  | ✓ |
| Time Out | ✓ |  |  |
| Reduced Timetable |  |  | ✓ |
| Differentiated Activities | ✓ |  | ✓ |
| Parental Meeting |  | ✓ |  |
| Giving Space | ✓ |  |  |
| Reassurance | ✓ |  |  |
| Negotiation | ✓ |  |  |
| Limited Choices | ✓ |  |  |
| Humour | ✓ |  |  |
| Logical Consequences | ✓ |  |  |
| Tactical ignoring | ✓ |  |  |
| Supportive Touch | ✓ |  |  |
| Success Reminded | ✓ | ✓ |  |
| Simple Listening | ✓ | ✓ |  |
| Acknowledgement | ✓ |  |  |
| Apologising/Agreeing | ✓ |  |  |
| Social Care Referral |  | ✓ | ✓ |
| Removing Audience | ✓ |  | ✓ |
| Eclypse Referral |  | ✓ | ✓ |
| SEND Referral |  | ✓ | ✓ |
| Literacy Intervention Program |  |  | ✓ |
| Keyworker Assigned |  |  | ✓ |
| Change of Venue |  |  | ✓ |
| 42nd Street Referral |  | ✓ |  |
| Strategy Meeting |  | ✓ |  |

If, on such a rare occasion, a pupil’s behaviour becomes so severe that they are unable to benefit from receiving their education in a class group, then they may be placed on an individual education programme or referred for consideration for additional / alternative support. This will be fully discussed with the pupil and their parents/carers, the school and outside agencies and the pupil’s progress will be reviewed on a regular basis, as per the Music Stuff intervention strategy.

**11. Absconding**

Pupils threatening to abscond from Music Stuff should be informed of the likely consequences and dissuaded from doing so. Physical restraint should not be used to prevent a pupil from leaving unless there is a risk of immediate danger. Once the pupil has left, parents / carers should be contacted after a search of the grounds has been completed. If the pupil is found, they need to be encouraged to return.

Pupils will not be chased but will be kept within vision at all times. If they run out of sight and cannot be found, the incident will be reported to the Headteacher and / or Senior teaching team, if they are not already aware of the situation. Staff will contact the police and parents/carers.

**12. Bullying**

In our setting, bullying is an issue that is likely to be prevalent. Because of the nature of SEMH, pupils may well have complex attitudes towards the expression of personal power. Many of our pupils are likely to have experienced bullying from both perspectives i.e. they can be victims at times and perpetrators at others. Addressing these issues must begin with the teaching and learning which takes place at Music Stuff, respect for others being central.

All our pupils need to feel safe within the school environment and staff need to be vigilant in spotting and preventing potential bullying. Equally, staff need to act to deal with pupils who are bullying others. Such actions, whilst always containing a core element of cognitive and emotional development, may well entail sanctions and negative consequences for pupils who bully others. Sanctions to be used should be the same as those employed for other forms of rule breaking.

Bullying in any form is totally unacceptable and all reported incidents, whether they are observed by staff or reported by a pupil or a parent / carer, will be dealt with swiftly and from the premise that bullying is unacceptable. The Anti-bullying Policy provides more detail and clarity on how we deal with any incidences of bullying.

Parents / carers will always be informed if their child has been physically aggressive towards other pupils or staff, or if they have been the perpetrator or victim of bullying behaviour.

**13.Exclusions**

**Fixed Term Exclusion (suspension) paperwork can be found within the MS PRU Behaviour and Communication policy. As explained, due to our collaborative practice with partner schools exclusions must be recorded using this documentation.**

Fixed term exclusions (suspensions) will only be issued if there is a serious breach, or persistent breaches of this policy; FTE are used as a last resort and to prevent/cease an imminent risk which is being posed to the education or welfare of the individual or school community. There will be an expectation that all relevant interventions have been exhausted before considering an FTE. In no circumstances should staff threaten pupils with a FTE for misbehaviour; this is contrary to the ethos underpinning this policy.

As stated in the Department for Education Exclusion Guidance (2012) document, the head teacher of the school is the only person lawfully permitted to exclude pupils. The head teacher may not necessarily exclude a pupil just because a member of staff has requested this; the head teacher will consider all evidence presented to them and make an efficient, fair, and appropriate judgement. Inclusive within this judgement will be considerations of contributing factors, such as the pupil’s emotional well-being at the time of the incident, the risk presented, whether repeated FTE are proving effective for the pupil (particularly when approaching the 45 school days limit) etc...

The head teacher will always consider the SEND code of practice; in no circumstances will an FTE be permitted if it is suspected that the behaviours presented are as a result of a pupil's SEND. The school recognises that misbehaviour may be a result of unmet needs; we expect staff to intervene early to reduce the likelihood of behaviour leading to an exclusion.

‘Informal’ or ‘unofficial’ exclusions, such as sending pupils home ‘to cool off’, are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

Following the issuing of an FTE from the head teacher, the centre manager is expected to complete the following steps:

1. Inform parents/carers immediately of the FTE.
2. Organise appropriate transport to escort the pupil from school to home.
3. Ensure adequate intervention (supervise/isolation) is in place to minimise further escalation.
4. Complete an FTE letter and forward this to the head teacher and parents/carers.
5. Conduct an appropriate investigation to collect all the information pertaining to the incident/s which led to the FTE.
6. Complete a post incident form and share this with the head teacher within 24 hours.
7. Consider appropriate interventions/referrals which can be put in place, or proposed to the pupil, to support them with their behaviour.
8. Organise a re-admittance meeting with the pupil, parent/carers and other appropriate parties.
9. Organise an appropriate transition back into school.

In extreme circumstances, the head teacher may decide to withdraw a pupil’s place; the head teacher would only consider a placement withdrawal if all other interventions have been exhausted, including FTEs, and that by not doing so would leave the pupil or school community at a continued risk. Any decision for a placement withdrawal will be done in partnership with the referral school/agency; a full and fair investigation and review (with members of the SLT and centre) would be completed before this decision was made. The head teacher would expect steps 1-7 to be completed above with the additional tasks also:

1. Review/Investigation meetings with the head teacher, centre and partnership school. Other agencies and members of the SLT may be required to attend also.
2. Placement withdrawal paperwork and handover of relevant documents should be arranged between the school and partnership agency/school.

**14. Special Educational Needs and Disability (SEND)**

Music Stuff recognises that pupils referred to the school will usually have underlying special educational needs and disability as defined by the SEND code of practice:

* A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
* A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  + has a significantly greater difficulty in learning than the majority of others of the same age, or
  + has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age

Commonly, we have a broad range of pupils with behavioural, emotional and social difficulties; we recognise the scope of these difficulties can be substantial and broad. The school is dedicated to providing an equal, diverse and inclusive learning offer which allows all pupils to flourish; we do this through a clear early assessment and intervention system which allows Music Stuff to refer, access and develop the appropriate support to maximise progress for pupils with complex needs.

Music Stuff recognises that it is unlawful to punish behaviour which is a consequence of a pupil’s SEND; interventions serve to support students in addressing, managing and overcoming personal barriers and difficulties, to develop into successful learners.

**15.Reasonable Force**

Wherever possible Music Stuff will always attempt to de-escalate situations using non-intrusive interventions; restraint would only be used in circumstances in which an individual presents an imminent risk to themselves, others or surroundings.

In any circumstance where physical interventions are used, the member of staff involved must report this immediately to their Line Manager; the Line Manager must complete the following four stages, report the incident to the Head teacher immediately after (as soon as appropriate), complete a post incident form and send this to the head teacher on the same day of the incident, log the restraint in their centre Physical Restraint (bound) book and finally coordinate a meeting with the pupil (and other parties if necessary) to address the incident and transition the student back into the school community.

Please note that this section is extracted from the Department of Education’s (2013) Use of reasonable force guidance.

*What is reasonable force?*

1. The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. ‘Reasonable in the circumstances’ means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

**Schools do not require parental consent to use force on a student**.

*Who can use reasonable force?*

* All members of school staff have a legal power to use reasonable force.
* This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

*When can reasonable force be used?*

* Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
* In a school, force is used for two main purposes – to control pupils or to restrain them.
* The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

*Schools can use reasonable force to:*

* remove disruptive children from the classroom where they have refused to follow an instruction to do so;
* prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
* prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
* prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
* restrain a pupil at risk of harming themselves through physical outbursts.

***Schools cannot use force as a punishment* -**

**it is always unlawful to use force as a punishment.**

**16.Searching and Confiscation**

Please note that this section is extracted from the Department of Education’s (2014) searching, screening and confiscation guidance.

*Searching*

* School staff can search a pupil for any item if the pupil agrees.
* The ability to give consent may be influenced by the child’s age or other factors
* Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.
* In addition to the general power to use reasonable force described above, the Head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:
* knives or weapons
* alcohol
* illegal drugs
* stolen items
* tobacco and cigarette papers
* fireworks
* pornographic images
* any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
* Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Force **cannot be used** to search for any other items, regardless of whether they are banned under the school rules.

*Confiscation*

* School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

In the event staff confiscate a prohibited item, a member of staff must report this to their Line Manager immediately. It is the responsibility of the Line Manager to take appropriate action; items should be locked away in the school safe (handled carefully), reported to Head teacher as soon as appropriate, contact the pupils parent/carers, submit referrals to relevant agencies/parties and complete a full post incident form which is sent to the Head teacher. There could possibly be further actions to this list, but the aforementioned tasks will be conducted in all situations where prohibited items are confiscated.

**17.Prohibited Substances**

This policy **does not specifically apply** to over-the-counter medications (although it does extend to the misuse of prescribed/over-the-counter medication). Over-the-counter/prescription medicines are subject to specific guidelines which can be found in the Music Stuff Prohibited Substance Policy (2016).

*Prohibited Substances*

Prohibited Substances do not just refer to illegal drugs:

* All illegal drugs (those controlled by the Misuse of Drugs Act 1971)
* All legal drugs, including alcohol, tobacco, volatile substances, ketamine, khat, alkyl nitrites and other legal highs.
* All over-the-counter and prescription medicines.

The first concern in managing drugs, alcohol and other substances is the health and safety of the school’s community. We recognise that substance misuse can be a symptom of other problems and we will work closely with other agencies to refer, respond and support all individuals.

The possession or use of prohibited substances on a Music Stuff site is strictly forbidden. Exclusion is not the automatic response to a substance incident; our response will be balanced against the needs/risk of the individual and school community. The range of sanctions used for rule breaking will be similar to those for other transgressions and will depend upon the nature and gravity of the offence. Exclusion will only be considered in serious cases and will be in line with the DfE guidance on exclusions (as implemented and discussed in this Policy).

If a staff member suspects a pupil is under the influence of a prohibited substance, distributing a prohibited substance or witnessed the direct use of a substance then it is their responsibility to immediately alert the centre manager and/or member of the senior leadership team (if on site). The Centre Manager is expected to assess the situation and respond efficiently, in a manner which reduces the risk to the individual and school community; the following is a sample of responses a manager must/could conduct:

* Isolation/close supervision of the student/s by specific staff. **Essential**
* Immediate meeting and assessment of pupil. **Essential/ If appropriate**
* Fixed term exclusion issued and (subsequent) investigation, for acts which demonstrate a blatant refusal of adherence to School policies. **If appropriate**.

Below is a non-exhaustive list of examples:

* + Direct use/consumption of prohibited substances on school premises
  + Distribution of prohibited substances
  + Apparent/obvious sign of misuse of substances outside of the School site which has had a clear impact to the pupil/s physical, mental and emotional health and wellbeing (other possible actions may need to be taken, see below).
* If any pupil’s health is in question and there is suspicion they may be ‘under the influence’ medical help in the form of a paramedic/ ambulance will be sought at once and first aid will be given if required. This is not an appropriate time to question the pupil. The priority will be the pupil’s safety. **Essential**
* Referral to a relevant agency such as Eclypse proposed to any pupil involved in incidents particularly during their re-admittance programme. **Essential**
* Parent/Carer informed and contacted and exclusion guidance (refer to above) carefully followed. **Essential**
* Referral to Manchester Children’s Services. **If appropriate**.
* Careful consideration of the Misuse of Drugs Act 1971 and referral to Greater Manchester Police service. **If appropriate**.
* Confiscation of substances/paraphernalia. **If appropriate**.
* Incident report and supporting evidence shared with Music Stuff SLT and MSPRU/ home school team. **Essential**
* Music Stuff is committed to offering a PSHE curriculum which covers substance misuse in considerable depth. This will be supported by trained, informed staff and a range of agencies we work in partnership with to enrich and support our educational offer. There will be varied displays to highlight helplines, IAG and substance misuse publicised across all centres. Additionally, there will be dedicated staff who will be able to offer individual IAG across the school.
* Confiscation of substances and providing these to GMP needs to be carefully considered (please consider the confiscation guidance discussed above). **If appropriate**

The following is extracted from the DfE and ACPO Drug Advice (2012):

* + “The police will not normally need to be involved in incidents involving legal drugs.
  + In taking temporary possession and disposing of suspected controlled drugs schools are advised to:
    - Ensure that a second adult witness is present throughout.
    - Seal the sample in a plastic bag and include details of the date and time of the seizure/find and witness present.
    - Store it in a secure location, such as a safe or other lockable container with access limited to senior members of staff.
    - Notify the police without delay, who will collect it and then store or dispose of it in line with locally agreed protocols. The law does not require a school to divulge to the police the name of the pupil from whom the drugs were taken but it is advisable to do so.
    - Record full details of the incident, including the police incident reference number.”

In line with Music Stuff’s philosophy, we will endeavour to support individuals who misuse substances and intervene as early as possible; we recognise that early intervention is essential in supporting pupils tackling complex challenges. We will work with agencies, parents and pupils to develop interventions which help support individuals in managing their misuse of substances; all interventions will serve to improve the health and wellbeing of pupils/families within the school community.

*Tobacco/E-Cigarettes*

Music Stuff is a completely **No Smoking Site**. This extends to all staff, pupils and visitors of the school. We uphold the Health Act 2006 which decrees that smoking is unlawful in any enclosed work or public place; we ensure that Music Stuff site is smoke free.

The “School Site” (as defined) extends/applies to the following situations:

* All school grounds/centres, inside and outside the designated centre buildings.
* Other designated premises where Music Stuff may facilitate education.
* Educational trips and journeys.
* Work experience and placements.

We ensure these practices are followed by issuing staff training, publicising no smoking signage and sharing transparent disciplinary procedures should these protocols be broken.

Whilst under no circumstance do we allow smoking on the school site, we accept that some pupils may have pre-established smoking habits. Exclusion is not an automatic response for pupils found to be smoking. We recognise that our pupils display complex needs/behaviour which has (often) resulted in a breakdown of a mainstream school placement; we believe that in order to challenge and improve behaviour we must develop constructive, progressive and beneficial interventions/strategies.

Below is a list which highlights the Music Stuff strategy for supporting the school community in regards to smoking.

* The school site is a completely smoke free zone (this extends to e-cigarettes).
* All centres have appropriate non-smoking signage throughout the building.
* Dedicated displays highlighting the health/negative implications of smoking and key aspects of the Music Stuff policy. Additionally, displays will also display useful contacts/helplines and specific locations of smoking cessation advisors
* Supervised (fixed) break times.
* A PSHE curriculum which is enriched by support from external agencies such as: Manchester Healthy Schools and Eclypse.
  + Dedicated lessons/topics from external agencies.
  + Dedicated resources supplied from external agencies.
  + Paperwork and referral frameworks in place.
  + Staff training from external agencies.
* Work with local partners and health services (GPs/Chemists) to identify opportunities for support and referrals to smoking cessation practitioners.
* Pupils identified as ‘smokers’ will receive specific support:
  + Smoking cessation referral proposed.
  + Parents/Carers made aware of smoking via telephone/letter.
  + Specific incentives and support (with dedicated funding) in place to help pupils manage their smoking behaviour.
* Lighters and other sources of ignition are strictly banned throughout the Music Stuff site.