



**HIGH WELL SCHOOL**  
Preparing for Positive Futures

# Behaviour Principles in School Policy

<b>Policy Lead:</b>	Adrian Coates
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<b>Signed by Chair of Governors:</b>	<i>Margaret Turner</i>
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## 1. Our Aims

At High Well School, we believe that the majority of pupils who demonstrate challenging behaviour do so because of having unmet needs and/or have experienced trauma. Our aim at High Well is to identify and address unmet needs, use a multi-agency approach for pupils who have experienced trauma, and support pupils to develop their social and emotional skills in order that they can learn effectively and take ownership of their own futures.

This policy is applicable to all off-site activities as well as within the main school.

To achieve this we:

- Provide a secure and caring learning environment for our pupils utilising Nurture Principles and Attachment Theory.
- Encourage our pupils through positive language and reinforcement.
- Manage behaviour with a firm but caring approach and consistent strategies.
- Provide a structured school system with clear boundaries made up of consistent rewards and consequences.
- Raise our pupils' self-esteem, and to teach appropriate coping strategies and self-discipline.
- Give each pupil responsibility through identifying achievable targets to work towards.
- Teach respect for everyone in the school community and to develop positive working relationships with both adults and pupils through planned teaching of our Preparing for Positive Futures (PPF) curriculum.
- Ensure the staff team are provided with high-quality continuing personal development in order to meet the needs of our pupils.
- Have a dedicated team - The Care Team to provide additional support and intervention for pupils outside the class team.

To be able to give young people the skills, knowledge, understanding and strategies to be able to manage their own feelings and develop their independence, we require an active partnership between home and school to co-operate in developing positive behaviours in our pupils.

**High Well School's ethos is Preparing for Positive Futures. As such we commit to ensuring that our pupils leave High Well equipped with the academic, social and emotional skills to enter further education, employment or training, knows how to keep themselves safe, and is able to contribute to society.**

At High Well we view the roles and responsibilities of the school, parents/carers and pupils as:

Rights	Responsibilities
<p><b>School:</b></p> <p>High Well School expects pupils to respect the rights of other pupils and adults in the school</p>	<p><b>School:</b></p> <p>To support, praise and as appropriate, reward pupils' appropriate behaviour</p> <p>To ensure staff model appropriate behaviour at all times</p>

<p>Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/ herself properly, High Well School may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.</p>	<p>To promote positive behaviour through active development of pupils social, emotional and behavioural skills.</p> <p>To apply consequences fairly and consistently, offering support as appropriate.</p> <p>To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of <u>bullying</u> and dealing effectively with reports and complaints about bullying.</p>
<p><b>Pupil:</b></p> <p>To be taught in environments that are safe, allow learning and free from disruption.</p> <p>To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.</p>	<p><b>Pupil:</b></p> <p>To follow reasonable instructions by school staff, obey school expectations and accept consequences in an appropriate way.</p> <p>Not to bring inappropriate or unlawful items to school.</p> <p>To show respect to staff, fellow pupils and the school environment.</p> <p>Never to harm or bully other pupils or staff</p>
<p><b>Parent:</b></p> <p>To contribute to the development of the school behaviour policy.</p> <p>To expect their children to be safe, secure and respected in school.</p>	<p><b>Parent:</b></p> <p>To help ensure that their child follows reasonable instruction from school staff and adheres to school expectations.</p> <p>To send their child to school each day in uniform, fed, rested, and ready to learn.</p>

## 2. Expectations

Pupils and staff have worked together to create expectations for High Well which can be understood by everyone. The expectations are frequently reinforced and are on display throughout the school:

**Consistency:**

- Coming to school every day, prepared and ready to learn
- Treating each member of our school community with respect

- Understanding that staff will follow the school expectations and apply consequences consistently and fairly
- Knowing that the expectations are the same in every class room

### **Safety:**

- Having the right to feel safe in school; emotionally and physically both in lessons and in social time
- Putting personal belongings in our lockers every morning
- Keeping safe online, around school and offsite activities
- Knowing who to talk to if we have a problem

### **Respect:**

- Respect for school community, this includes buildings, classrooms, corridors, equipment and each other
- Respect each individual's right to learn
- Communicating in a respectful way
- Respecting one another's differences and take account of each other's needs

### **Responsibility:**

- Taking responsibility for own behaviour, choices and consequences
- Being responsible learners; responding to feedback and showing this in workbooks
- Being responsible for meeting and recording targets
- Wearing uniform every day, showing respect by keeping hoods down in school
- Respecting the community we are part of including neighbours and their property

## 3. Rewards

All pupils at High Well have a personalised target, created after consulting the outcomes in the Education and Health Plan. This is bespoke for each pupil and in line with their next steps to make progress socially or emotionally. The opportunity to achieve the personal target is available in each of the six daily lessons and the teacher will review the target for each pupil at the end of the lesson and confirm using Class Charts - our parental engagement software. There are also opportunities to achieve the personal target at break and lunchtime - providing eight opportunities each day.

Each class will decide upon a half termly total which pupils need to achieve to meet their target. Some classes incorporate different levels of success so the rewards may be different for different pupils depending on their success at meeting their target. Each class has a rewards budget per half term and they are able to decide, with the support of the staff in the team, how to spend this. It could be on an experience or an item for the class to use at break or lunchtime. Some classes may choose to save these to have more money available in future. The reward will only be available to those who have earned it. This process is a pupil led exercise (with adult support) where pupils decide what success looks like and what is an appropriate incentive. By handing responsibility to the pupils for which rewards they should

receive and the levels required to attain a reward, we firmly believe that they will be more invested and committed to meeting their personal targets.

Targets are reviewed on a half-termly basis and amended where appropriate, once again using the pupils' personalised outcomes in their EHCP.

#### 4. Consequences

Pupils and staff continually talk about behaviours that are being displayed, and pupils are reminded of the consequences. However, where positive language does not work, we do have a series of consequences that are put into place.

- Pupils who do not complete work during lesson time are expected to catch up on work at break and lunch time as well as at 2.45pm each day.
- When a pupil disrupts the learning of others they are given the choice to complete their work in another area of the school before having a discussion with staff about how they can return to the lesson without further disrupting other pupils' learning. If a pupil is not ready to learn their work is brought to them to complete away from their class.
- Searching Pupils - *High Well School follows the DfE guidance on Searching, screening and confiscation (2018) and Use of reasonable force (2013)*

Staff can search pupils with their consent for any item. If a pupil is suspected of carrying a prohibited item listed below, then staff have the authority to search pupils **without their consent**:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, vapes 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 or damage to property;
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

**Smoking/vaping** is not permitted on any council site. Pupils found smoking or suspected of carrying smoking paraphernalia (including vapes) will have cigarettes or smoking paraphernalia (including vapes) removed and destroyed. Pupils found smoking/vaping will be placed in suspension break out rooms for break and lunch times and repeat offences will result in suspension. Pupils who are found smoking/vaping will be screened/searched following the incident to prevent further incidents.

**Mobile phones** – pupils are advised not to carry mobile phones and if brought to school should be placed in lockers during tutor time. If pupils use mobile phones during the school day they are confiscated and

returned to the pupil at the end of the school day. If a pupil refuses to hand over their phone they will be returned home for parents/carers to confiscate the phone and then brought back to school.

**Uniform** - pupils not in uniform are provided with uniform on arrival at school. If they refuse to wear the uniform provided pupils will not be allowed outside at break and lunch or to participate in offsite activities. Persistent refusal to wear uniform will result in a pupil being returned home for parents/carers to address the issue.

## 5. Behaviour Management Strategies

There are a number of strategies which may be used to manage behaviour appropriately. At High Well, de-escalation strategies used include:

### **At trigger point**

- Allow the pupil to walk away for a while
- Assess whether it is worth dealing with the situation there and then, or whether to bank it and deal with it later
- Acknowledge the fact that the pupil is in difficulty and agree some time to talk to later
- Ask simple questions
- Use distraction
- Remind about expectations
- Expect pupils to manage their behaviour – indicate more this verbally and physically

### **During escalation**

- Encourage pupil to stop and take deep breaths
- Remove from the scene to reduce the audience
- Allow pupil to go outside for fresh air
- Stay calm and keep talk to a minimum
- Offer water as a comfort or distraction

### **During crisis**

- Ensure pupil, staff and others are safe
- Remove from audience or remove audience
- Avoid confrontation
- Dynamic risk assess whether guidance to another space or area is necessary, based on pupil's risk assessment.
- Request staff with advanced team teach training to be present



### **Allow a safe exit**

- Encourage the pupil to reduce the physiological symptoms – breathing, mirroring, talking, reassurance
- Avoid appearing judgemental
- Ask pupil what their needs are at that time
- Allow pupil to work in a quiet space if appropriate

### **If an incident occurs**

- Pupils are interviewed and their views and observations used to inform incident reports, as soon as possible after it occurs
- If appropriate the pupil is offered a restorative approach session to resolve the conflict

## **6. Bullying**

Bullying is not tolerated at High Well School. All incidences of bullying are treated seriously and investigated. Pupils and parents/carers should be aware that incidents of bullying may also be reported to other agencies including West Yorkshire Police and social care. The school's expectations are clear that pupils should feel safe when they come to school, show respect for all members of the school community and take responsibility for their own actions. Incidences of bullying which occur outside of school/school hours will still be investigated by the school and action taken.

Bullying at High Well is defined as behaviour that is:

- **Repeated**
- **Intended to hurt someone either physically or emotionally**
- **Often aimed at certain groups, for example because of race, religion, gender or sexual orientation**

Bullying can take many forms and can include:

- **Physical bullying**
- **Verbal bullying**
- **Emotional/psychological bullying**
- **Cyberbullying – bullying via mobile phone or online**
- **Prejudice-based bullying**

### **Physical Bullying**

Physical bullying is a very serious issue that can cause considerable anxiety and distress as well as physical injury. At its most serious level it can have a disastrous effect on a child's wellbeing both physically and emotionally. All incidences of physical bullying towards other pupils will be treated as a physical assault. Incidents of persistent low level physical bullying e.g. constant physical contact with another pupil that does not appear at first glance to be causing immediate distress, will be logged by staff on SchoolPod by the member of staff witnessing/being reported to in order to build up an evidence base demonstrating that this type of behaviour is ongoing.

### **Verbal Bullying**

Verbal bullying is a very serious issue that can cause considerable anxiety and distress. At its most serious level it can have a disastrous effect on a child's wellbeing both physically and emotionally, and has on occasions been a feature in the suicide of some young people across the country. All incidences of verbal bullying towards other pupils will be treated with the same severity as physical bullying. Incidents of persistent low level verbal bullying e.g. constant name calling, insults, deliberate attempts to distress another pupil, will be logged by staff on SchoolPod by the member of staff witnessing/being reported to in order to build up an evidence base demonstrating that this type of behaviour is ongoing.

### **Emotional/Psychological Bullying**

Emotional/psychological bullying can include pupils starting rumours or stories about another young person, excluding other pupils from a friendship group, shunning another pupil, invading someone's privacy and sharing personal information with others, writing or saying things designed to embarrass or hurt another pupil (e.g. graffiti). All incidences of emotional/psychological bullying will be treated with the same severity as other forms of bullying and incidences of emotional/psychological bullying has again been a feature in the suicide of some young people across the country. Incidences will be logged using the school's MIS SchoolPod and investigated and the action taken in line with the school's behaviour policy.

### **Cyberbullying**

Cyberbullying (including sexting and up-skirting) is a current issue that is on the rise nationally, however is much easier to evidence if pupils and parents are able to follow given advice. Cyber bullying includes all forms of technology related bullying i.e. text messages, social media, e-mail, online gaming. Where incidents of cyber bullying occur, pupils and parents are advised to keep copies of all messages, both to and from, the pupil concerned in order that an evidence base can be formed to allow the school and/or police to address the issue. It is very difficult to prove the bullying without this evidence base as most incidences occur out of school and are not witnessed by school staff. Where students bring mobile phones into school, they should be placed in pupil's lockers during the school day to ensure that this type of behaviour does not happen in school time. All internet access on school technology i.e. I-pads and Surface's, is limited with students being unable to access social media sites including Facebook, Twitter, WhatsApp, Messenger etc. to further safeguard our pupils from cyber bullying. The school has additional safeguards in relation to Cyberbullying and all pupils, parents/carers and staff sign an ICT acceptable use policy and there is also an online safety policy and procedure.

### **Prejudice –based Bullying**

Bullying is often motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability. It might be motivated by actual differences, perceived differences or as a result of association with someone else. High Well records these forms of prejudiced-based bullying by their type and this is reported to Wakefield LA, the Governing Board as well as West Yorkshire Police.

### **Theft**

Theft of personal belongings is treated as a crime, regardless of how small the item is. Where a pupil's belongings are deliberately taken from their person/bag and this is reported to staff members, the issue will be discussed with the pupil in the first instance to allow for restorative practices to be put into place. Where it is suspected that the pupil is still carrying the stolen item, police will be informed and the item returned to the other pupil. Pupils are advised not to bring expensive/sentimental items into school, and to lock these safely in lockers if they do. Inappropriate items such as smoking paraphernalia are not allowed in school and, if brought in, should be locked away. Should inappropriate items be stolen from

another pupil, these will be confiscated by staff and parents/carers will be informed. Parents may collect these from school if they wish, however inappropriate items will not be returned to pupils.

### **Restorative Approach**

Where ever possible, High well will seek to a restorative approach to all incidents, including bullying. 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. Following an incident pupils and where appropriate parent/carer are invited to a meeting at which it is decided whether the restorative approach should be offered. A restorative meeting 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*

By using this approach, the pupils are taught to take responsibility for their own actions and repair relationships.

## **7. Suspensions**

According to the latest DfE guidance, fixed term exclusion is now referred to as suspension. Where possible, suspension from school is to be avoided. We will endeavour to use other strategies to prevent suspension but there are a small number of circumstances where suspension from school is necessary.

These include:

- Possession of and use of/suspected use of drugs in school
- Smoking/Vaping
- Assault on a pupil or member of staff
- Criminal damage to property
- Prejudiced-based/hate incident
- Sexualised behaviour

At High Well, we are reluctant to suspend pupils and prefer that pupils reflect upon their actions with specialist staff to hopefully prevent a recurrence of the incident in future. This could be for individual lessons, half-days or, in some circumstances, full days but we cannot tolerate drug use, smoking, vaping, violence, prejudiced-based/hate incident or sexualised behaviour in school and sometimes suspensions will occur.

If a pupil is suspended, work is made available via a range of online learning platforms from day one of the suspension. If a pupil does not have access to the internet/digital device at home, work is sent home.

If a pupil is suspended from school there is a re-admission meeting with the pupil and a parent/carer to discuss the incident(s) which prompted the suspension; if any 'consequences' arising from the inappropriate behaviour need to be completed and time is assigned for a restorative discussion or conference to take place. We will also assess the pupil's readiness to come back into school, and implement any strategies identified during the meeting, to support the pupil to prevent the behaviour reoccurring.

Serious and repeated assaults of staff and other pupils may lead to referrals to West Yorkshire Police.

### 8. Damage

We do not tolerate damage to property at High Well School whether this be a small item such as pens and pencils or damage to the fabric of the building. Pupils who cause damage to school property are given an itemised bill. Pupils are given a month to reimburse the school for the damage caused and if no contribution is received the debt is passed to the LA's service Capita to pursue. Pupils who persistently damage or cause damage to the fabric of the building are referred to the West Yorkshire Police, which could result in a number of outcomes, including caution and arrest.

### 9. Staffing

All school staff have a responsibility to apply the behaviour policy consistently, including modelling appropriate behaviours and challenging inappropriate behaviour. The school has a Care Team consisting of two Teaching Assistants and Thrive Practitioners, two Emotional Literacy Support Assistant (ELSA) and HigherLevel Teaching Assistant (HLTA) Construction. The Care Team is dedicated to providing support/intervention to pupils on a 1:1 or small group basis, in addition to the support available in every classroom. The Care Team included staff who have specialist training to support pupils with reflection of incidents within school. The school has invested in training for 12 staff as Youth Mental Health First Aiders and the whole staff team have been trained on Mental Fitness.

### 10. Assessment and Record Keeping

The school keeps detailed records of pupils' academic progress and their social and emotional development.

An assessment of pupils' emotional and social needs is carried out on entry to the school using the Emotional Literacy Checklist. Pupils are reassessed each term using the Emotional Literacy Checklist in order to track progress in terms of their social and emotional development. Data about individual pupils is recorded onto a database from which individual and whole class targets can be effectively identified.

When an incident relating to a pupil's behaviour occurs, (including when 'positive handling' is involved) the incidents are recorded on an incident slip on school's Management Information System "School Pod"

(Appendix 4) Any use of positive handling is recorded write up details of the significant incident/physical restraint on an incident slip on school's management system "School Pod".

Governors are provided with a termly summary on the use of "positive handling" in Headteacher's Report to Governors.

In addition, SLT analyse all incidents, including positive handling, on a weekly basis, to identify trends and plan reducing use of restraint.

## 11. All About Me Profiles and Risk Assessments

Every pupil at High Well School has a document on school's MIS called All About Me Profile, which is co-constructed with the pupil, parents/carers and staff (Appendix 1) in order to highlight known behaviours, triggers, pro-active measures, supportive measures and crisis measures. Each profile is evaluated and updated termly or after an incident.

In addition, each pupil has a Personal Risk Assessment (Appendix 6) which is reviewed and updated termly or following an incident.

## 12. Recording and Reporting to Parents / Carers

We involve parents and carers as much as possible to ensure the consistent management of their children. This commitment involves the following arrangements:

- We have a Pre-admission meeting to discuss each pupil's needs and how the school will plan to meet those needs.
- There is an Annual Review/EHCP review meeting and Interim Reviews as necessary, to discuss the pupil's progress at school against agreed objectives/outcomes.
- Class teachers and support staff maintain regular contact with home through telephone calls, email or text. Class Charts, our parental engagement software, is used throughout school to support communication.
- Parents/carers are invited to discuss their son's or daughter's work and progress with staff at different times of the year (see school calendar).
- Home visits to parents are carried out primarily by our Parent Support Adviser (PSA).
- High Well School has an 'open door' policy where staff are always available to discuss issues with parents/carers at mutually convenient times. This policy is essential to maintain positive working relationships and to allow more flexible arrangements to be made to avoid the risk of a pupil's suspension from school.
- Our PSA, as well as providing 'signposting' to different support agencies can also offer direct support to parents.

### 13. Parental Consent Form

We expect our parents, staff and pupils to commit to our positive management of behaviour approach. On entry to the school, parents/carers and pupils are given copies of the Behaviour and Safeguarding Policies and sign to ensure they understand our expectations and their responsibilities. (See Appendix 5)

The Parental Consent Form is central to the behaviour management system in the school and outlines the parts played by parents, school and pupils in working together to meet the aims of the school.

### 14. Multi-disciplinary Approaches

Our work necessarily involves the input of a range of professionals. This can include:

- Educational Psychologist
- Education Welfare Officer (EWO)
- Social Workers
- GP
- Child and Adolescent Mental Health Service workers (CAMHS)
- Youth Offending Team worker (YOT)
- Speech & Language Therapist
- Local Authority Adviser
- Other professionals as required.
- Early Help Hub

As part of this multi-disciplinary approach, we attend and provide reports for a range of meetings and expertise within the school.

High Well School is also part of Wakefield's **Team Around the School** (TAS) model and meets with a consistent range of agencies on a monthly basis to discuss a multi-agency approach to supporting pupils and family's needs.

### 15. The Role of the School

High Well School aims to provide an atmosphere in which appropriate learning can take place, in which the pupils are able to develop the 'behaviours for learning' through the following supportive arrangements:

- Consistent approach to learning and behaviour management across the school.
- Use of Nurture Principles and Attachment Theory to underpin the work of the school.
- Team-Teach training for staff focusing on de-escalation.
- Dedicated whole staff training on attachment, trauma, social and emotional needs and behavioural management.
- Key staff leading training to clarify practice and discuss scenarios and responses.
- External trainers.

- High profile of behaviour management in the school – self/team evaluation of incidents and subsequent All About Me Profile and Risk Assessment modification.
- Where possible, mixing staff teams to offer support and expertise across the school.
- Where possible, deploying more experienced staff to work alongside new staff so that good practice and strategies can be demonstrated.
- A Care Team dedicated to provide targeted support and intervention.
- A Parent Support Advisor/Safeguarding Officer trained to support families and deliver a range of interventions.
- An Attendance Officer to promote the importance of attendance at school, support families to improve attendance, enable pupils to benefit from the provision on offer and develop the key life skill of good attendance.
- A Team Teach Advanced Tutor who is also the school's Health & Safety and First Aid Lead.
- Multi-agency working using the Team Around the School model.
- Behaviour management is necessarily an on-going challenge in our school. We continually develop positive classroom and behaviour management strategies through our continued professional development (CPD) sessions and support from external agencies.
- A reflective culture where pupils are facilitated in reviewing incidents and provided with support to create strategies to deploy when faced with similar challenges in the future.

### 16. Extra-Curricular Activities / Enrichment / Offsite Learning

Our curriculum is enriched by opportunities for all pupils to take part in regular educational visits and learning outside of the school. In addition, we regularly have visitors to school and it is the responsibility of High Well staff to ensure that the school's expectations are maintained when away from the school site as well as when our visitors are working with them.

The school's behaviour policy remains in place for pupils receiving offsite learning through another provider. In addition, school recognises the providers own behaviour policy of the provider and supports any decision made by that provider.

### 17. Transport to and from school

Pupils at High Well are transported to and from school via Wakefield LA Home to School Transport. All parents/carers are given a copy of Wakefield's Home School Transport Guidelines on enrolment and pupils also agree to abide by the guidelines via the school's Home School Agreement.

At High Well we expect all pupils to behave appropriately whilst travelling to and from school and support any 'consequences' for inappropriate behaviour which may be put in place by Wakefield LA. This includes the withdrawal of transport, if a pupil persistently misbehaves and/or places others at risk (*See Appendix 6*). In addition the school may put consequences in place for unacceptable behaviour on home to school transport.

## 18. Health and Safety: Positive Handling

Maintaining the safety of pupils and staff in school may sometimes require that reasonable force is used with our pupils. Details of how the school policy reflects the latest national guidance (**DfE guidance *Behaviour and Discipline in School 2016 and Use of Reasonable Force 2013***) may be found in *Appendix 3*.

High Well has two dedicated Team Teach Tutors, the Advanced tutor is also the First Aid and Health & Safety Lead. All staff receive the Level Two Team-Teach training course, within 6 months of employment. A number of members of staff, including the Leadership Team, are Advanced Team-Teach trained.

Staff are familiar with, and are exhorted to refer to, High Well School policy document on the use of 'positive handling'. The school keeps a register of qualified/authorised staff; regular training and updates form a significant part of our professional development.

All staff carry 'communicator's (2-way radios) as some situations may require the support of other staff. Incidents involving the use of restraint are recorded in "Incident Slip" on School Pod- School's Management Information System (Appendix 3)

Staff record each incident using the "Incident Slip" on School Pod which documents the circumstances and events that have occurred. Parents are contacted to inform them that an incident has taken place which involved the use of positive handling.

## 19. Locking Doors

High Well School is committed to ensuring the health, safety and well-being of all members of the school community. The school's operating environment can be challenging. Risk assessments underpin all practice, strategy and policy due to the complex and severe nature of the special educational needs presented by our pupils.

External doors and gates will always be locked to maintain the security not only of the pupils but also the buildings. Doors which divide sections of the building are fob operated.

Generally, classroom/hall/activity doors will not be locked. It is not possible for pupils to gain access to classrooms without a key although pupils are able to leave classrooms since they are not locked from the inside. However, in some circumstances, these doors may be locked for short periods until a risk has been eliminated or reduced. To ensure that fire evacuation protocols are not compromised, all staff carry keys on their person at all times; the policy has the approval of Fire Safety Officer. (See Health & Safety Policy)

## 20. Absconding

Pupils who choose to leave the school site during the school day are classed as absconding. Pupils absconding are dealt with on an individual basis taking into consideration their level of need and level of vulnerability. When a pupil chooses to leave the school site they become the responsibility of their parents/carers. School staff will initially follow pupils and parents/carers are informed that their child has left the school site. If pupils refuse to return to the school site parents/carers are informed again and a



joint decision between home and school is taken on the need to involve West Yorkshire Police. Pupils who have absconded will on their return to school catch up on the lessons they have missed during break, lunch or after school detention or internal suspension.

## 21. Staff Support

We acknowledge that the nature of the work in an SEMH setting can be particularly stressful to our staff and we offer a variety of systems to support them. Staff are given time following the use of positive handling to complete the relevant paperwork and time to debrief with senior staff.

## 22. Resources / Facilities

High Well School has a number of agreed designated 'safe places' where pupils can go, accompanied by at least one adult, if there is significant risk to their own safety, the safety of others and to property. These are:

- Library
- Sensory room
- Chill Out Room (KS3)
- Break out rooms (KS3)
- Break our rooms (KS4)
- The Headteacher's office
- Reflection room

## 23. Cross-curricular Links

High Well School aims to teach behaviour in order to prepare our pupils for learning and the world of work. To ensure a whole-school approach, lessons are planned to include SMSC (spiritual, moral, social and cultural) themes across all subjects.

## 24. Related Policies, Procedures and Guidance

- Use of Positive Handling
- Safeguarding Policy
- Equal Opportunities Policy
- Medical Policy
- Special Needs and Disability Policy
- Health and Safety Policy
- Behaviour and Discipline in Schools DfE 2016
- Use of Reasonable Force DfE 2013
- Searching, Screening and Confiscation DfE 2018
- Suspension from Maintained School, Academies and Pupil Referral units in England DfE 2012

## Appendix 1

*All about me – High Well School*

Date 24.10.2022  
Teacher: Mrs Natalie Jackson

Things I like doing and am good at

Prime Need (from EHCP)

Date of birth:

Year group:

Tutor group:

House: Whole School

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Secondary Need (from EHCP)

Triggers (things that can cause me to dysregulate)

De-escalation techniques (things that help me regulate)

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Signs that I am struggling and how best to support my learning

People / Things that are important to me

When in crisis I may present the following behaviours;

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When in crisis, to help me regulate I need to you;

Personal Targets

What I need help with / what is not working and I want to change

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My goals for the future – My aspirations



## Appendix 2 - Positive Handling Guidance for Staff



HIGH WELL SCHOOL  
Preparing for Positive Futures

***“Children and young people did not say that people who had got dangerously out of control should not be restrained. Their concern was much more clear than that. It was that staff that restrain children should know how to do it properly.” Roger Morgan, Children’s Rights Director 2004***

### Statement of intention

At High Well School we always aim to de-escalate situations before the need for physical intervention arises. However, we plan for, and equip staff with the necessary skills for dealing with pupils whose behaviour can be extremely challenging and may present significant risk to both their peers and adults.

### Training in Positive Handling

All staff who come into regular contact with pupils are trained to Team Teach Level Two in Positive Handling. It is the aim, where possible, to train staff within 90 days of starting work at High Well School so that all staff are qualified to use Positive Handling in addition to a wide range of verbal and non-verbal de-escalation techniques. It is expected that staff will use that training at work. This is made clear on appointment; staff are not permitted to refuse to use the physical techniques unless they have a reason that would require the Headteacher to un-authorise them (see below.)

### Qualifications and expectations

Although all staff are qualified in Team Teach techniques some staff may not be expected to use physical techniques, reasons for which may include:

The nature of their role in the school e.g. the school CAMHS worker or Speech and Language Therapist.

A medical condition that has occurred since employment e.g. back problems, heart problems etc. A letter from a GP or specialist may be required or the Headteacher may choose, with the employees consent, to involve an external Medical Assessment service.

Pregnancy

Lack of competence in physical techniques. This would be identified by Leadership Team and staff involved would be supported to ensure they became competent at which point they would be re-authorised and monitored.

It is also accepted that staff may occasionally not use positive handling due to a temporary condition, illness or injury. In this case they must inform the Leadership Team who will inform staff.

### Use of Restraint

It is not illegal to touch a pupil (Use of Reasonable Force, DfE Advice 2013). In our educational role, we have a Duty of Care which may involve the use of positive handling in the following circumstances:

- to prevent a pupil injuring him/herself
- to prevent a pupil injuring another person
- to prevent a pupil from causing disorder

- to prevent a criminal offence being committed (including behaviour that would be an offence if the pupil were not under the age of criminal responsibility)
- to prevent a pupil causing damage to property
- to prevent absconding

The above applies whenever a member of staff has a duty of care for that pupil either in school or out of school on an authorised school activity.

It is an expectation that other de-escalation techniques will have been attempted, except in the most rapidly escalating situations, before the decision to use positive handling is made. Staff are responsible for making a risk assessment before using positive handling. Any incidence of using positive handling should be recorded in the incident slip in the school's MIS School Pod.

### **Legal Framework**

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action (DfE 2013)

The question 'What is reasonable force?' has been addressed by the DfE (2013), as below:

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#### **What is reasonable force?**

(i) 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.

(ii) 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 pupil needs to be restrained to prevent violence or injury.

(iii) 'Reasonable in the circumstances' means using no more force than is needed.

(iv) 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.

(v) 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.

(vi) 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.

*('Use of reasonable force. Advice for head teachers, staff and governing bodies' DfE 2013)*

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Staff must not act in a way that may be reasonably expected to cause injury to a pupil for example: slapping, punching or tripping a pupil, twisting or forcing limbs against joints, indecently touching a pupil, pulling hair or an ear or, holding a pupil face down on the ground. Elevated risks are associated with holding or forcing someone to the floor, any procedure that restricts the airways extending, flexing or putting pressure on joints and pressure on the neck, chest, and groin or abdomen area.

Team Teach is accredited by ICM (Institute of Conflict Management) these operate within a strict legal framework.

## **All About Me Profile & Risk Assessment**

All pupils at High Well have an All About Me Profile and Risk Assessment, completed within two weeks of the pupil's start date. These documents include behaviour targets, medical issues, strengths, de-escalation techniques, triggers, description of behaviours, risk assessment and gradual and graded techniques, including Positive handling, to manage the individual pupil's behaviour effectively.

All About Me Profiles are reviewed following incidents involving the use of restraint and formally reviewed termly with pupils, parents/carers at Pupil Progress Days. Staff currently working with the pupil and who have worked with the pupil previously, including in a prior setting, should inform the content of the All About Me Profile and Risk Assessment. All previous behaviours should be planned for even if those behaviours have not been exhibited for some time. To enhance the SEBS Plans' effectiveness further:

Pupils complete their All About Me Profile during 1:1 time with staff.

All About Me Profiles are kept centrally on School Pod and it is expected that staff read the plans since they are likely to come in to contact with pupils other than those in their class group

We recognise a distinction between planned and unplanned interventions. The All About Me and Risk Assessment is a *planned* response to behaviour but at times emergency intervention may take place due to a new or extreme behaviour. At this point All About Me Profiles and Risk Assessments must be reviewed and updated to recognise the behaviour that led to the emergency and appropriate action is then planned.

## **Recording, Reporting, Monitoring and Evaluating Incidents**

All incidents involving positive handling are recorded on an incident slip in School Pod.

Incident slips are completed as soon as possible after the incident but allowing staff involved time to recover. We aim to have slips completed within 24 hours. All staff involved, including any witnesses, must read and contribute to the incident slip. This is then checked by the Leadership Team. Incident slips are stored on School Pod and can be printed for parents/carers and other agencies involved with the pupil.

The incident slip is legal document, should a complaint, allegation or injury occur they may be used in court. Therefore incident slips must be legible, non-judgemental (recording fact not opinion), complete, presented in a professional manner.

Both Leadership Team and Class/Form staff are responsible for evaluating and monitoring the behaviours these slips record; information from slips should be used to inform All About Me Profiles and Risk Assessments.

## **Complaints**

Informing parents/carers and a clear policy about physical contact and Positive handling, in addition to a high standard of training and refreshing of skills, should help to avoid complaints however it will not avoid all complaints and a dispute about force used which should be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law, this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Complaints should always be addressed initially to the Headteacher who, along with senior staff, will investigate through communication with both parties and witnesses and then take appropriate action.

Suspension must not be an automatic response when a member of staff is accused of using excessive force.

If staff are concerned about the practice of colleagues then they should discuss their concerns with either the Assistant Headteacher or Headteacher. The complaint will then be investigated and appropriate action taken.

If a pupil complains about the force used or criterion for restraint then the Headteacher or Assistant Headteacher will investigate and take appropriate action.

### **Training and Refreshing**

All staff who have contact with pupils are trained to the Team Teach Level Two, usually within 90 days of commencement of employment. This training involves a level two course and covers Holistic Behaviour Management. Verbal, Non-verbal and Physical Techniques are taught and competence is assessed by Tutors during the course. A written quiz is also completed to assess knowledge of the taught elements. Tutors are also required to assess the attitude of course participants and participants must pass all elements of the course in order to be awarded a certificate. All Team Teach courses are delivered with safety as the prime consideration.

Team Teach states that the qualification must be refreshed every two years. However at High Well we also offer sessions throughout the school year to ensure staff remain at the high level of skill we expect.

Regular opportunities are provided to discuss any issues regarding practice, monitoring and training take place and necessary information is then communicated to staff.

### **Support for Pupils**

Incidents involving Positive handling can be traumatic for pupils. We aim to de-escalate, reflect upon the incident and plan ways to move forward and enhance positive relationships after such an incident. Pupils have are always supported by staff after an incident involving Positive handling. Staff understand the need for positive listening and a de-briefing session. When a de-brief takes place it is recorded on the incident slip in School Pod. It is expected that repair and reflection will take place to enhance positive relationships and find a better way forward. Restorative Approaches are used after an incident that attempts to discover the perceptions/experiences that drove the feelings that then drove the behaviour. During an incident involving positive handling staff attempt to de-escalate the situation as rapidly as possible, this may involve staff change-overs to provide a "fresh face" for the pupil and respite for the staff. All change-overs are recorded on the incident slip and are recognised as a de-escalation technique. Staff are also trained in safe ways to change-over during positive handling.

If a pupil complains of any injury or soreness after positive handling they are immediately checked by a qualified First Aider, this is recorded in the pupil accident book, including any treatment offered.

### **Support for Staff**

Incidents involving positive handling can be traumatic for staff, too. We aim to offer a supportive environment where staff are encouraged to talk through incidents and plan a way forward. Support is also offered after any injury, qualified First Aiders are always on site.

We also operate a “more help” protocol where staff can request “more help” and a swap must always take place or staff can be offered “more help” if a colleague judges they need to leave the situation. We train staff in, and regularly refresh, this protocol.

Techniques

At High Well we use techniques approved and taught by Team Teach at Level Two.

**Related documents**

Behaviour Policy

Safeguarding and Child Protection Policy

Equal Opportunities Policy

Medical Policy

Special Educational Needs and Disabilities Policy

Behaviour and Discipline in Schools DfE 2016

Use of Reasonable Force DfE 2013

Searching, Screening and Confiscation DfE 2018

Suspension from Maintained Schools, Academies and Pupils Referral Units

## Appendix 3 - Incident Slip



### Incident

Slip

Student:

Period:

Subject:

Victim:

Description:

Commentary:

Create Date:

Staff Victim:

Date:

Staff:

Location:

on:

Status:

Day Book Id:

Antecedents

Unknown

Background

If there is a background to the incident please fill in

Behaviour

Damage

Incident Details

Please fill in details of the incident

Teacher Actions

Parents contacted

Parent Contact

Phone call

Was a Restrictive Physical Intervention Used?

Yes, RPI was used

No, RPI was not used

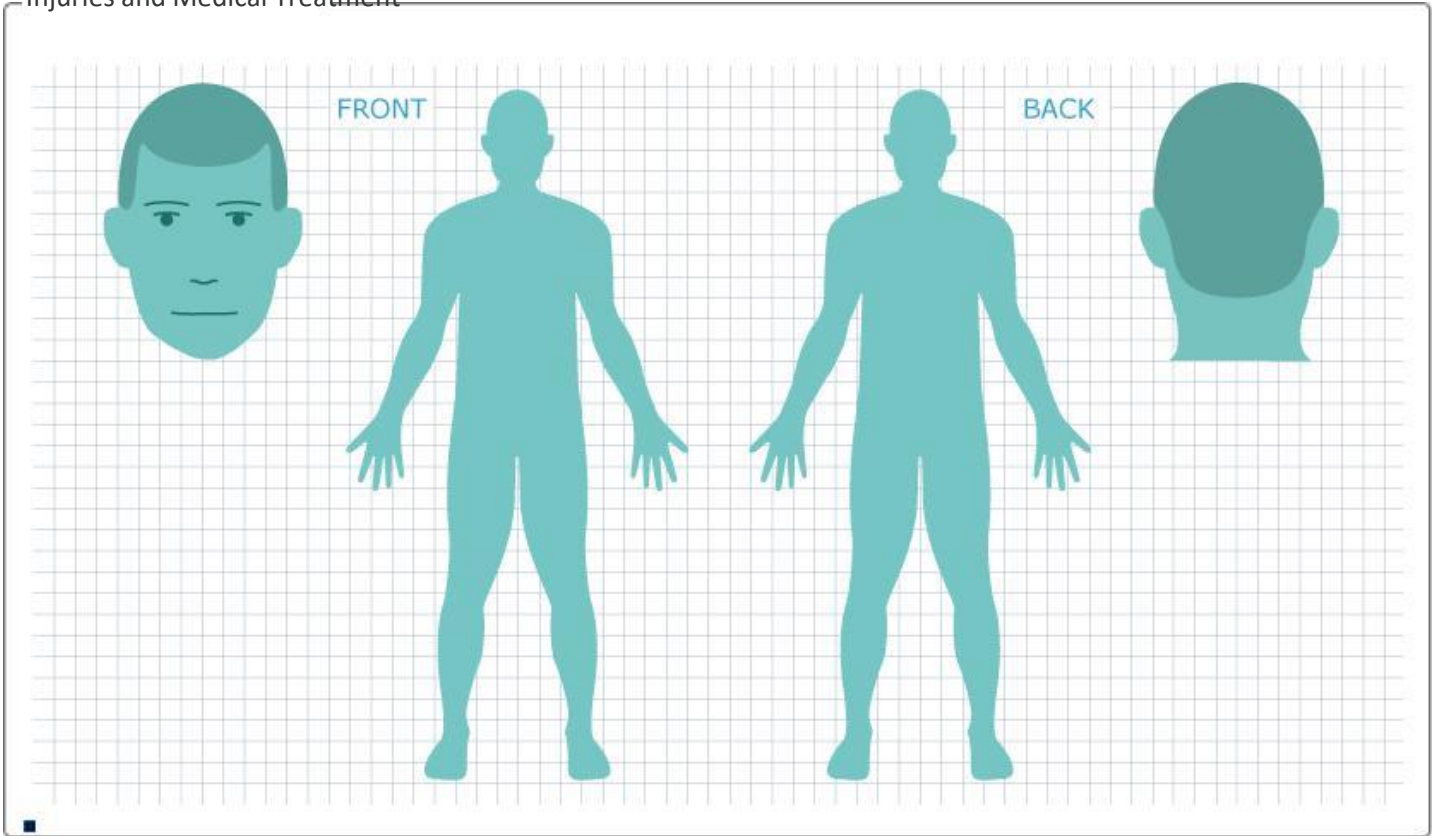
Was Restorative Practice Used?

Yes, restorative practice WAS used

Further Actions



Injuries and Medical Treatment



## Appendix 4 - Parental Consent Form



HIGH WELL SCHOOL  
Preparing for Positive Futures

### HWS Parental Consent Form

#### Information

Pupil	
Name	
Year	

Parent/carer	
Name	
Relationship to pupil	
Address	
Phone	
Mobile	
Email	

Travel Arrangements			
Bicycle		Walk	
Car/Van		Bus	
Taxi		Other	

**Medical consent**

*I give my permission for:*

My son/daughter to be given first aid by a trained member of staff during any on-site or off-site activity	
My son/daughter to receive urgent dental, medical or surgical treatment, including anaesthetics, as may be considered necessary by the medical authorities present, during any on-site or off-site activity	
My son/daughter’s information to be shared with the NHS and other relevant health professionals	
A member of school staff to sign on my behalf any medical consent forms, if my son/daughter should require emergency treatment and I cannot be contacted	
Plasters to be applied to my son/daughter	
My son/daughter to use anti-bacterial hand gel	
My son/daughter to be assisted in applying sunscreen if necessary	
Staff to administer the medicines I have listed below:	

*Please outline any medical conditions/allergies:*

.....

Medical Details	
Medical Practice Name	
Practice Address	
Phone	

**Emergency release**

***I give my consent for my son/daughter to be released to the following person(s) in the event of emergency or illness, if I cannot be contacted:***

<b>Person 1</b>	
Name	
Address	
Relationship to pupil	
Contact number	

<b>Person 2</b>	
Name	
Address	
Relationship to pupil	
Contact number	

***Please indicate whether you have given your consent in each case by ticking the box on the right-hand side; and sign and date the form on the last page.***

**On-site activities**

***I give my permission for my son/daughter to:***

Use the internet in line with the school's acceptable usage policy	
View films and video clips rated PG	
Attend extended day activities	
Take part in food preparation/cooking and tasting activities	

***Please outline any food allergies/specific dietary requirements:***

.....

.....

**Off-site activities**

***I give my permission for my son/daughter to take part in:***

Supervised visits to local destinations away from the main school site	
Supervised one-day non-residential visits within the UK	
Supervised off-site activities (for example, sporting fixtures and swimming lessons)	
Supervised adventurous activities as part of the school's wider curriculum including: rock climbing, horse-riding, canoeing, water sports and cycling (on and off road)	
Supervised alternative provision with a registered provider including: Construction, Wilderness, Tiling and Reverse the Cycle	

**Use of information and image (including photographs and video recordings)**

***I give my permission for my son/daughter's:***

Name to be used on the school website, school twitter account, printed publications and local media	
Work to be used in school displays and on the school website	
Image to be used within school (for example, in wall-mounted displays)	
Image to be used in printed school publications (for example, newsletter, prospectus)	
Image to be used on the school website, school twitter account and in the local media	
Image to be taken by, or used in circulation to, other parents (for example, school events)	

### Communication

*I give my permission for the school to contact me via:*

Phone	
Email	
Text message	

***Please indicate whether you have been given a copy of the following policies/agreements by ticking the box on the right-hand side; and sign and date the form on the last page.***

I have been given a copy of the school's safeguarding policy	
I have been given a copy of the school's behaviour policy and will support the school in the implementation of the policy	
I understand that High Well School staff are trained in the use of restraint and that this is part of the behaviour policy	
I have been given a list of school uniform requirements and agree to send my child to school in the correct uniform	
I will ensure my child attends school regularly, on time and inform the school of any absence	

I will ensure my child adheres to the school's mobile phone policy	
I will attend termly pupil progress days and annual review meetings to discuss my child's progress	
I have been given a copy of Wakefield's Home School Transport Agreement	
I have been given a copy of the school's acceptable ICT use policy	

***Please sign and date the form:***

**Signed:** .....

**Date:** .....

**Witnessed by:**

**Signed:** .....

**Date:** .....



## **GUIDELINES FOR PARENTS/CARERS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS TRAVELLING ON HOME TO SCHOOL TRANSPORT**

Only vehicles licensed as hackney carriage, private hire vehicle or public service vehicle and licensed operators are used for conveying children on home to school transport.

- 1. Home to school transport is provided from the child's home address (i.e. main place of residence) to school and vice-versa.** No variation to this journey can be accommodated without the prior authorisation of the Transport Team at County Hall.

Variations may only be agreed in circumstances where the contractor is willing to vary the journey, there is no increase in cost and there is no appreciable time penalty for other children on the journey.

If a contractor agrees to a temporary variation of the route but wishes to make a charge, the Transport Team will only agree if the parent/carer or some other agency covers the full additional cost of alternative arrangements.

If, following a parental request, the contractor is unable to vary a journey, the Transport Team will make every effort to place the child on an alternative route if this can be done at no extra cost. If this cannot be done, then transport can only be provided to and from the home address or other previously agreed pick-up/set-down point.

- 2.** Prior to the commencement of each school year, parents/carers are informed of the transport arrangements for their child including the name and telephone number of the contractor, pick-up times, and escort allocated to the journey (if applicable).

The Autumn Term (September) is always hectic and it is likely that pick-up times/drop-off times are estimated for some journeys. Parents/carers will therefore need to exercise some flexibility at the start of the term until journeys settle into a regular pattern.

- 3.** When the vehicle arrives in the morning, it is the responsibility of the parent/carer to have the child ready for collection at the home address or agreed pick-up point. The parent/carer must take the child from the house to the vehicle.
- 4.** The NSPCC have suggested as good practice that children under the age of 13 years do not have the maturity to manage the responsibility of being left alone and this may be the case, even with older children, if they have a physical disability or have a learning disability. In order to safeguard the pupil and to protect escorts and drivers it is important for all pupils on home to school transport to be handed over to a responsible person at the end of the school day.

If a parent/carer is not at home to receive their child, escorts/drivers will notify Metro and the Transport Team who will then attempt to contact the parent/carer on the telephone numbers provided. However, if the Team cannot locate the parent/carer then we may have no alternative but to contact Social Care Direct (Tel No 0845



8 503 503) to obtain advice as to the location to which the child should be taken. The escort/driver will then be notified accordingly. If this does happen then it is the parent/carer's responsibility to collect their child from the appropriate location.

5. All journeys are subject to change at any time during the school year. This could include:

- Adding extra children, or removing children;
- Splitting a single journey into two separate journeys;
- Change to escort provision;
- Change to contractor.

If this happens we will let you know. The timetabling of transport cannot always be arranged to fit in with parents'/carers' domestic arrangements.

6. If a child is not at the pick-up point at the appointed time in the morning, the transport will proceed on its route without undue delay. If a child is persistently late, then the driver/escort will wait for 3 minutes only and then proceed. It will then be the responsibility of the parent/carer to take the child to school.

7. Children should be encouraged to remain in their seats and seats belts must be worn at all times whilst travelling on the vehicle. Failure to comply may result in children being withdrawn from home to school transport on grounds of health and safety.

8. Escorts are provided on journeys where due to the specific needs of the pupil it has been deemed necessary by the Special Educational Needs Group and/or the school being attended.

9. If a child does not attend school for any reason, e.g. illness, family arrangements, it is the responsibility of the parent/carer to inform the Contractor and the Transport Team as soon as possible, to avoid any unnecessary journeys being undertaken. You must also let the contractor and the Transport Team know when the child is well enough to return to school.

10. If a child refuses to board a vehicle or absconds from the vehicle neither the escort nor driver should give chase or attempt to restrain the child in any way. Instead, escorts should verbally advise the pupil to return to the vehicle. If the pupil refuses to do this, then the escort should attempt to track where the child is (where this is possible).

The escort should then immediately inform the school and Transport Team who in turn will notify the parents/carer and the Police (if appropriate).



If there are other children in the vehicle the escort will remain with these children.

If a child becomes aggressive whilst in the vehicle placing others at risk the escort and driver will need to make an informed decision about the safest way of continuing with the journey. If the escort/driver feels it is unsafe to continue they may return the pupil to their home address or to the school (whichever is appropriate) and the parent/carer are notified accordingly.

11. At the start of the term, the parent/carer is issued with a Pupil Information form, which you are requested to complete and return in order that we can update our records should we need to contact you in an emergency. If your child has any medical condition or any other information you wish to disclose, it is important that you include full details on the form. As your child may be in the care of pupil escorts (where appropriate), it would be helpful for them to have a copy of this information in case there are any problems on the journey and it is, therefore, important that you complete, sign and return the form to the Transport Team.

12. Occasionally, it may be necessary for you to send items from home to school, via the Escort, such as correspondence, money or medicines. If this is the case then items such as correspondence or money should

be placed in a sealed envelope clearly marked with the child's name as well as the name of the person at the school who needs to receive the item. Please avoid sending cash, wherever possible.

Similarly medicines should be marked with the child's name and placed in a bag clearly displaying the child's name. The escort will then ensure the bag is kept out of reach of children whilst on the vehicle and delivered to the appropriate member of school staff.

13. Pupils whilst in transit should not normally consume food or drink. The only exception may be diabetic children who may need to consume food or drink, which they may carry, to raise unexpected low blood sugar levels. However, this should not normally occur in pupils with well-controlled diabetes.
14. It is the parents' responsibility to ensure that any child who suffers from asthma and requires an inhaler makes appropriate arrangements for this to accompany them at all times whilst in the vehicle. (Again, the inhaler should be placed in a bag clearly displaying the child's name). If the inhaler is required whilst the child is in transit it is expected that older children are able to administer this themselves. In exceptional cases however, i.e. very young children, the escort may help **provided the parent of the child has given their prior written consent and the escort is clearly provided with instructions on how to administer this.**



15. If there are any changes to your child's wheelchair, car seat or other equipment you must notify the Transport Team immediately in order that this information can be forwarded to the Contractor. Changes to wheelchairs may impact on the type of restraints being used (e.g. webbing or clamps) or the wheelchair may no longer fit into the space available in the existing vehicle causing major problems. Failure to provide the Transport Team with sufficient notice of any changes may result in your child being unable to travel on the transport and, in such cases, the responsibility of transporting your child to/from school will rest with you until a solution can be found.

16. As a general rule the Transport Team do not allow parents to travel on any of the home to school transport journeys but there may be occasions when this is allowed as a "one off". For example, if a parent has been due to attend an annual review in school and they have no transport and live at the opposite end of the district to the school the Local Authority may help out. In order to do this the Transport Team must receive prior notification, there must be escorts on the journey, sufficient room on the vehicle for the parent and there must be no additional costs incurred by the Transport Team as a result.

This will, however, be the exception rather than the rule and the decision as to whether a parent travels or not must be approved by the Transport Team and not individual escorts, parents or contractors.

17. The general policy of the Local Authority is to provide travel assistance between **home and school only**. Following the Special Schools reorganisation in 2002 it was agreed that existing pupils who attended Fieldhead Hospital School at the time of the closure and received help with respite transport would continue to do so as long as they attended a Wakefield District school. Apart from these exceptional cases pupils will not be transported to/from respite centres unless they have the prior approval of the Transport Team.
18. Whilst it is a very rare occurrence there are situations when adverse weather conditions apply. If it is felt by the Contractor that due to health and safety conditions it is unsafe to undertake the journey it will have to be cancelled. If this happens the Contractor is responsible for notifying the Escorts concerned.

Every effort is made by the Transport Team to notify parents and schools but in cases of severe weather it may not always be possible to notify parents promptly because of the work involved. We hope that these occasions are extremely rare.

19. Single person journeys (SPJ) will only be provided as a last resort in cases where pupils place themselves, escorts, driver and other road users at risk - these will normally be pupils who present severe and challenging behaviour.

There will also be some cases where a SPJ is approved due to the special requirements (i.e. complex medical needs) of the child. Single journeys will normally be for a fixed period pending a review and must be supported by a written recommendation from the Headteacher at the school and the Special Educational Needs Group.

20. The protection and welfare of children is everyone's responsibility and we all have a part to play to make sure that children are safe. In order to do this well, it is necessary for parents, family, other professionals and the local community to identify concerns about those close to them. This helps to ensure that they are offered support before the situation becomes far worse.

If you are worried or concerned about any child in your care, please contact the Transport Team, or alternatively, Wakefield Social Care Direct on 0845 8 503 50.

21. From time to time there are a number of children who experience problems on home to school transport and when this happens we may have to remove them as an interim measure until a solution can be found. This is always done as a last resort to provide us with an opportunity to work closely with parents, school and other professionals in trying to come to a satisfactory conclusion and to eventually place the pupil back on home to school transport.

A child's behaviour may suddenly become unpredictable for a variety of reasons i.e. change in medication, family circumstances, clash of personalities etc, and we may have to explore a number of options available to us. Whatever decision we make is done with everyone's safety in mind and any changes that are implemented are subject to close monitoring.

Following the issue of a warning letter to parents regarding their child's behaviour it is normal policy for the school to convene a meeting where all relevant personnel, including parents, are invited to explore issues surrounding the difficulties and discuss possible solutions.

Children should be aware that good behaviour whilst travelling on school transport is essential. Children who persist in misbehaving, placing others at risk, may be withdrawn on health and safety grounds and responsibility for transporting the pupil will then pass to the parent/carer.

**The LA will make the decision as to whether a child should be withdrawn from transport. This is not a decision that can be made by individual escorts, drivers, Operators and Metro. However, it is appreciated all parties, including parents, will normally be involved in the final decision making process by the LA.**




Children who misbehave on the mainstream services causing a nuisance or health and safety risk to other passengers and road users may have their bus pass or boarding card withdrawn after consultation with Metro. Where a school card has been defaced or is illegible, the driver may withdraw this.

22. Where transport cannot be provided due to escort shortages or vehicle unavailability, the parent/carer still has the legal responsibility to get their child to and from school. Reimbursement of bus fares is available in such circumstances or when own transport is used, mileage expenses are reimbursed at the Council's Passenger Transport Rate. Where this applies, parents/carers should contact the Transport team and request Form G58. Please note, however, we will not normally refund taxi fares paid if you are unable to transport your child by car or public transport.

Should any difficulties be experienced with the transport, please contact the Transport Team at County Hall on (01924) 305643/305675/306949/306980.

## Suggestions/Complaints

If you have a complaint about your child's transport, or if you want to make a suggestion on how to improve it, you should write to the Transport Team, County Hall, Wakefield WF1 2QL. This matter is investigated and you will receive a full written response as soon as possible. In any event, you will get a letter within 10 days to explain what is happening. Alternatively, you may wish to email us at [hst@wakefield.gov.uk](mailto:hst@wakefield.gov.uk) (Fax no: 01924 305611).

<b>Directorate</b>	<input type="checkbox"/> Adults and Health <input type="checkbox"/> CX Unit <input type="checkbox"/> Children and Young People <input type="checkbox"/> Communities, Environment and Climate Change <input type="checkbox"/> Regeneration and Economic Growth <input type="checkbox"/> Schools	<b>Service/ Team</b>			
<b>Risk Assessment for</b>		<b>Ref no</b>		<b>Date completed</b>	
<b>Occupation/activity/task</b>		<b>Location</b>		<b>Review date</b>	
<b>Assessor name(s)</b>					

## Appendix 6 - Pupil Risk Assessment

### 1.1 Risk Matrix

		Severity				
		1	2	3	4	5
Likelihood	Very low Insignificant injury					
	Low Minor injury Verbal abuse					
	Moderate Threatening behaviour Serious injury					
	Severe Physical abuse Multiple injuries Serious injury requiring hospital treatment					
	Very severe Extensive multiple injuries requiring hospital treatment Life changing injuries Fatality					
	1 Extremely unlikely	1	2	3	4	5
2 Remote possibility	2	4	6	8	10	
3 Possible occurrence	3	6	9	12	15	
4 Will probably occur	4	8	12	16	20	
5 Almost certain	5	10	15	20	25	

Use of the 5 x 5 risk matrix will provide an overall risk score of between 1 (very low) and 25 (very severe) which helps to determine the appropriate response based on the following:-

Risk score 1 - 3	Low risk
Risk score 4 - 9	Moderate risk
Risk score 10 - 16	High risk
Risk score 20 - 25	Very high risk

### 1.2 Persons/groups at risk

The following are individuals/groups of people who may be at risk from your undertakings. This list is not exhaustive:-

- Employees
- Apprentices
- Young People
- New or Expectant Mothers
- Work Experience
- Contractors/Sub Contractors
- Pupil(s)
- Service Users
- Volunteers
- Members of the public

**SECTION 2**

	<b>What are the hazards</b> <i>Identify hazards (relevant to occupation/ activity/task)</i>	<b>Those at risk</b>	<b>How they might be harmed?</b> <i>e.g. sprains, strains, lacerations etc.</i>	<b>What are you already doing/ your existing control measures</b> <i>List existing controls or note where information may be found e.g. standards, safe systems of work etc.</i>	<b>Risk Rating</b> <b>Severity x Likelihood</b> <i>Scores of 10 and above require further action. See section 3</i>
01					
02					
03					
04					
05					
06					

## SECTION 3

### 3.1 Action Plan

Where the risk rating score is 10 or above (high/very high risk) the risk must be reduced/managed to a risk score of 9 or below (moderate/low) risk. Risks must always be managed to as low as reasonably practicable. For risks not adequately controlled, detail further action needed.

Ref No	If further action is required, detail what action is required	By Whom	By When	Completed (sign)

#### 4.1 Risk Assessment Acceptance

Acceptance by Responsible Manager/s (print name & signed):	Date:
Staff briefed on Risk Assessment & Safe System of Work (print name & signed)	Date:

## Appendix 7 - ICT Acceptable Use Policy: Pupils and Parents



HIGH WELL SCHOOL  
Preparing for Positive Futures

### Acceptable use of the school's ICT systems and internet: agreement for pupils and parents/carers

Name of pupil:

#### When using the school's ICT systems and accessing the internet in school, I will not:

- Use them for a non-educational purpose
- Use them without a teacher being present, or without a teacher's permission
- Access any inappropriate websites
- Access social networking sites (unless my teacher has expressly allowed this as part of a learning activity)
- Use chat rooms
- Open any attachments in emails, or follow any links in emails, without first checking with a teacher
- Use any inappropriate language when communicating online, including in emails
- Share my password with others or log in to the school's network using someone else's details
- Give my personal information (including my name, address or telephone number) to anyone without the permission of my teacher or parent/carer
- Arrange to meet anyone offline without first consulting my parent/carer, or without adult supervision

If I bring a personal mobile phone or other personal electronic device into school:

- I will put it into my locker as requested at the beginning of the school day and expect for it to be returned at the end of the school day.
- I will use it responsibly, and will not access any inappropriate websites or other inappropriate material or use inappropriate language when communicating online

I agree that the school will monitor the websites I visit.

I will immediately let a teacher or other member of staff know if I find any material which might upset, distress or harm me or others.

I will always use the school's ICT systems and internet responsibly.

Signed (pupil):

Date:

**Parent/carer agreement:** I agree that my child can use the school's ICT systems and internet when appropriately supervised by a member of school staff. I agree to the conditions set out above for pupils using the school's ICT systems and internet, and for using personal electronic devices in school, and will make sure my child understands these.

Signed (parent/carer):

Date:



