

Behaviour Policy



“Inspiring all young people to achieve
a brighter future....”

DOCUMENT CONTROL

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Document History			
Issue	Date	Purpose	Author
1	July 2023	Updates and annual review	D King
2	April 2024	Updates and annual review <ul style="list-style-type: none">Removed reference to black pit alarms as they are no longer in use.Made it explicit that responsibility for the charging and carrying of two-way radios is with all staff.Swapped out the word restrain for contain and restraint for physical intervention.	D. King
3	March 2025	Inclusion of Child-on-Child Sexual Abuse and Sexual Harassment	D. King
4	November 2025	Safeguarding governor and headteacher minor amendments to wording	D.King

1 Rationale

2 Purpose

3 Roles and responsibilities

4 Mutual expectations

5 Managing student behaviour

- a. Creating a positive climate for learning
- b. Rewards
- c. Dealing with continuous disruption
- d. Restorative discussions
- e. Child-on-Child Sexual Abuse and Sexual Harassment

6 The Equality Act 2010

7 Responding to serious incidents

- a. Personal alarms
- b. Reasonable force
- c. The power of search
- d. Breakaway techniques

8 Recording incidents

9 Allegations against staff

10 Communicating with parents

Rationale

At Cloughside College our aim is to respond to the needs of each individual student, allowing them to reach their full potential as learners and responsible citizens. In order to achieve this, we need an ordered and settled environment where learners are treated fairly and consistently.

We believe that all learners have the right to learn in an engaging, stimulating and stretching environment. In order to do this, we promote excellent attendance, punctuality and self-discipline, with the highest standards of work from all learners expected. The modelling of behaviour by all staff in the school is of the highest importance as they need to remember that they are always the adults in any situation. The partnership between student, parents and staff from both the College and the Health staff is also of great importance since having high standards and expectations is a sign of care and should not be compromised on.

This policy is based primarily on the belief that learners respond best to praise and positive incentives and so the basis of our behaviour management is always to 'catch learners being good'.

To this end, we place great emphasis on rewards and the recognition of success. We will work actively to discourage behaviour which prevents learning and deal with such behaviour with appropriate consequences.

As a college we are committed to the idea that we teach learners who are individuals with different life experiences.

Whilst aspiring to the very highest standard of behaviour for all and not compromising on expectations, we recognise that some learners will need greater support and higher levels of intervention in order to achieve this. We aim to respond to these needs in such a way as to respect the unique value of all learners, as is laid out in the college mission statement. This policy is, therefore, for all learners, staff and parents/carers and will be reviewed each year. This policy covers all of the Cloughside College sites, Bury, Prestwich and Radcliffe, along with those learners unable to attend any of these sites.

1 Purpose

The purpose of the policy is to ensure all staff, learners, parents and other stakeholders are informed of:

- How positive behaviour is promoted.
- How the College ensures legal obligations are fulfilled including the use of reasonable force.

The implementation of this policy will ensure:

- That the College is a safe, orderly environment where outstanding learning can take place.
- Behaviour management is consistent across the College. That good behaviour is celebrated and rewarded.
- Learners develop moral awareness in terms of responsibility, fairness, and rewards and consequences.
- A consistent approach is applied to managing behaviour.

2 Roles and Responsibilities

- The Governing Body approves and promotes the school policy for the promotion of positive behaviour for learning.
- The Headteacher and SLT ensure that the policy is implemented on a day to day basis and support staff faced with challenging behaviour
- All staff in the school are responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied. Staff are responsible for creating high quality learning environments, teaching positive behaviour and upholding the school's expectations of learners.

In particular, it is to be remembered that:

- Behaviour management in the classroom is primarily the responsibility of the class teacher and where possible should be dealt with by the teacher, initially supported by the unit leader utilising the case study where information that will help point the way to a solution for emerging difficulties could be found. Obviously any very serious breaches of discipline will be supported immediately by sending for a member of SLT or senior teacher, or calling for support.
- Learners are expected to take responsibility for their own behaviour and are made aware of the school policy, procedures and expectations. Learners have a responsibility to ensure that any incidents of disruption, violence, damage or harassment are reported.

Learners are expected to:

- Arrive to school on time
- Be dressed appropriately, including correct type of footwear
- Remove outer wear if considered inappropriate
- Move around the building in an appropriate manner and be respectful to staff and other learners
- Show respect for others and have an excellent attitude to learning
- Walk straight to the next lesson

The use of phones by staff is not permitted in College areas unless there is a specific reason to do so (e.g. accessing home school portal). This must be expressly sanctioned by the unit leader.

This must be recorded as part of the student's SSP.

3 Mutual Expectations

Staff will model positive behaviour and use strategies of de-escalation.

Positive behaviour for learning is based on the following key mutual expectations:

- **Give respect to get respect**
 - Respect others
 - Respect yourself
 - Respect property

- Have a non-judgemental attitude
- **Be Safe**
 - Behave in a way that keeps others safe.
 - Behave in a way that keeps yourself safe.
 - Use the bedroom as a safe space.
- **Engage**
 - with the staff in all areas (the ward, therapy, education)
 - with all expectations
- **Listen and communicate**
 - Give opinions in a constructive manner
 - Listen to others
 - Be open and honest
- **Contribute**
 - To **your** recovery/progress
 - To **your** care planning
 - To **your** activities

4 Managing student behaviour

Creating a positive climate for learning

Teachers will use a range of strategies to manage behaviour. This will include

- Building positive relationships with young people to promote good behaviour.
- Creating a positive climate for learning.
- Modelling positive behaviour by dealing with incidents calmly and respectfully.
- Using de-escalation strategies.
- Managing behaviour consistently and fairly.
- Ensuring the learning is engaging and planned around the needs of the learner.

Rewards

- Praise should be at the heart of our relationships with learners and there are rewards in college for attendance, good behaviour and positive contributions to the life of the college.
- The nature of rewards will vary per student, but individuals should be recognised for doing the right thing at the right time in the right place.
- Weekly attendance rewards are given to individuals who attend well during their week at college.

Dealing with continual disruption

If a young person is constantly disruptive in the group to such an extent that there is a negative impact on education or risks, then different methods of working with this young person will be tried. This may include:

- The use of a time out approach (this can be within the classroom)
- Working away from the group with another adult.
- Identifying causes of frustration and working with the student to mitigate them.
- For hospital patients: The possibility of being taught on the ward for set periods, then a planned return into the school, or, providing work for completion on the ward.
- For S19 learners their needs will be reviewed regularly which may identify the need to reduce their timetabled sessions whilst they build resilience.

For those learners displaying continuous disruptive behaviour, the SLT will draw on the knowledge and expertise of the multi-disciplinary team, both here and in the community, in order to assess the needs of the learner and formulate an appropriate plan.

If at all possible, we will endeavour to support a young person in school. However, if the student is too unwell to be in school or someone is so disruptive that other learners are at risk of harm, then we may arrange for that young person to remain on the ward for the time being or reduce their hours in the community. This decision will be reached in school in consultation with the unit leader, the MDT, parents and community teams. The headteacher will be kept informed and where appropriate involved in the discussion. This strategy will always be used as a last resort.

This decision will be reviewed daily. Where possible, the young person will be seen on the ward by a member of school staff or contacted in the community.

Restorative discussions

- Imposing sanctions should only be a part of the follow on from an incident of poor behaviour.
- Wherever possible there should be a meeting between the student and the member of staff to talk positively about ways forward and to be able to draw a line under the event so that both can move forward without recrimination or further incident.
- Restorative discussions should only take place if the young person is ready to have the discussion.

Child-on-Child Sexual Abuse and Sexual Harassment

Cloughside College is committed to ensuring that all learners feel safe, respected, and able to learn in an environment free from harm. In line with statutory safeguarding guidance, we recognise that sexual violence and sexual harassment between children does occur, and it is never acceptable. All allegations will be taken seriously, responded to appropriately, and not dismissed as 'banter' or 'part of growing up'.

Definitions:

Sexual violence refers to offences under the Sexual Offences Act 2003, including rape, assault by penetration, and sexual assault.

Sexual harassment refers to unwanted conduct of a sexual nature that can occur online and offline and may include sexual comments, jokes, taunting, or sharing of images.

Our approach:

All learners are taught about consent, boundaries, and respectful relationships through PSHE and individual discussions, where appropriate.

Staff are trained to recognise indicators of child-on-child abuse and to respond with sensitivity, neutrality, and clarity.

Any disclosure will be managed in line with safeguarding procedures. The Designated Safeguarding Lead (DSL) will coordinate any necessary referrals, risk assessments, or involvement of other agencies.

Where necessary, immediate action will be taken to ensure the safety of all learners. This may include separating learners, implementing support plans, or working closely with the MDT and ward teams.

Support and restoration:

The needs of both the harmed child and the child alleged to have done harm will be considered, ensuring appropriate pastoral and therapeutic support is in place.

Restorative work will only be considered where it is safe and appropriate to do so, and always in consultation with the DSL and therapeutic professionals.

We are committed to a zero-tolerance approach to sexual harassment and abuse, while recognising the complexity of needs in our unique setting. Our actions will be guided by trauma-informed principles and a belief in the capacity for young people to learn, grow and change.

5 The Equality Act 2010

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment

- pregnancy or maternity

This applies to behaviour incidents also.

The school has legal duties under the Equality Act in respect of safeguarding learners with Special Educational Needs. Concerns about the treatment of vulnerable learners should be addressed and/or reported as a priority.

6 Dealing with serious incidents

Personal Alarms and two-way radios



Green perpetual alarms are rechargeable and must be charged daily using the charger in the Gardener Unit reception or J17 staff room.

College staff in teaching areas must carry a two-way radio. Two-way radios may be used to discretely ask for support from another member of College staff. The operating procedures must be followed. It is the responsibility of all staff to ensure that they have a radio on their person each day and that it is fully charged. This is especially important in the community setting where personal alarms are not available.

Reasonable force & other physical contact

There may be times during the college day where reasonable force and/or other physical contact may have to be used in order to manage a situation. We also recognise our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND).

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with learners.
2. Force is usually used either to **control** or **contain**. 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. It should always involve the minimum amount of force for the minimum amount of time and it should be proportionate to the situation.
4. As mentioned above, force is generally used to control learners and to contain them. Control means either passive physical contact, such as standing between learners or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Physical intervention means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two learners are fighting and

refuse to separate without physical intervention.

6. College staff will 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.

If reasonable force is considered to be necessary where possible the PIT should be activated or assistance called for at the community site. This will alert Health staff or teaching colleagues who will come to support. Health staff are fully trained in the use of team holds and restraint.

College staff can use reasonable force to:

- Prevent a pupil leaving an area where allowing the pupil to leave would risk their safety or increase risk to others.
- Prevent a pupil from physical attacking a member of staff or another pupil, or to stop a physical assault.
- Prevent a pupil harming themselves or others. The college and it's staff have a duty of care to ensure the physical harm of learners

Hospital staff may be required to intervene or provide support in the management of an incident. Where this occurs they would use their own approved techniques.

All incidents involving reasonable force must be fully recorded on an incident sheet. This must clearly describe:

1. The names of the young person and staff involved
2. The reason for the restraint
3. The type of restraint.
4. The type of force used.
5. The length of time the restraint was used for
6. Any injuries resulting from the restraint
7. The exact location to identify the CCTV camera footage required.

CCTV may be requested for any incident involving the use of control or restraint. At our hospital sites this will involve liaison with Trust staff in accordance with the relevant policies and procedures.

The power of search

For in/outpatient learners, if there is a need for a search support should be sought from the ward. Searches should be carried out by health staff who will follow the appropriate GMMH policy.

For community-based learners, staff are required to follow the guidance in Appendix 2 of this policy.

Breakaway Techniques

All staff will be trained in a small number of breakaway techniques. The techniques will be refreshed annually. Should it be necessary to implement a breakaway technique where possible the PIT should be pulled.

Breakaway is a method of dealing with a threatening situation by using the correct procedures for protecting themselves.

Warning signs and danger signs

It is important to be aware of warning signs and danger signs. When warning signs appear, it might be possible to intervene and attempt to resolve the situation. This might involve calling a colleague. However, with danger signs, it is recommended that you seek support. A PIT can be used to call for support. Below is a list of both warning and danger signs.

- **Warning signs**
 - Direct, prolonged eye contact
 - Standing tall
 - Exaggerated movements
 - Breathing rate increases
 - Quick movements
 - Shifting weight from one foot to the other

- **Danger signs**
 - Fist clenching
 - Lips tighten over teeth
 - Hands rise above the waist
 - Shoulders tense
 - Stance moves from square to sideways
 - Facial colour may pale

College staff are authorised to use breakaway techniques provided it is considered a proportionate response to the situation.

Staff will be trained in appropriate breakaway techniques.

7 Recording Incidents

Behaviour incidents

- Behavioral incidents should be recorded on an incident sheet on the same day that the incident takes place.
- Incident forms can be accessed in the general drive.
- The Headteacher and Unit leader should be made aware that an incident has occurred and that a form has been completed.

Records of reasonable force

- A record of the use of reasonable force should be completed on the same day the incident takes place on section B of the incident form. This should be saved in the general drive and the Headteacher.
- The Headteacher and Unit leader should be made aware that reasonable force has been used at the earliest opportunity. Parents and ward staff will be informed if reasonable force has been used.

8 Allegations against staff

Allegations against staff will be treated with sensitivity and dignity. Any allegations made against staff will be thoroughly investigated by the DSL and/or head teacher. Any actions taken will be considered with the input of the LADO. Staff will be offered ongoing pastoral support whilst any allegations are investigated. This may be through the college's SAS service or a bespoke counselling option, should this be required. An allegation against a member of staff does not necessarily lead to an automatic suspension of that staff member.

A malicious allegation is an allegation where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive. Details of allegations that are found to have been malicious should be removed from personnel records.

Where an allegation against a staff member has been found to be malicious, the matter will be addressed on a case by case basis. This may be through a restorative discussion, if appropriate or may require further action dependent on the wishes of the falsely accused.

It needs acknowledging that both the person falsely accused and the accuser may need support throughout this process. Cloughside will seek to use professional help both within the MDT and externally, if needed, in order to support those involved.

9 Communication with parents

Cloughside will contact parents in the event of behaviour needing sanctions, as well as conduct worthy of praise.

We have a number of ways in which we contact parents including telephone calls, letters, email and ParentMail.

In addition to this regular contact is made at CPA meetings. We can also seek to meet with parents during visits to the ward, if this is preferable.

Appendix 1: CLOUGHSIDE COLLEGE – INCIDENT REPORT FORM

All sections to be completed fully by the report writer. Outcomes/follow ups must be completed within a week of the incident.

Section A: Incident	Unit:
Date & time of incident	
Name of person reporting incident	
Racial incident? Y/N	
Description of incident (including build up and events as they unfolded and where possible timescales)	
Witness (es)	
Date report written	
Time report written	
PIT activated	
Exact location (to identify the CCTV camera footage if required).	
Section B: Use of reasonable force – to be completed if reasonable force was used	
Describe the force that was used (include length of time force was used for)	
Who was involved?	
Description of any injuries (complete HS1 if injuries occurred)	
Have ward staff been informed?	
Have parents been informed?	
Has the Unit leader or HT been informed?	
Section C: Follow up – to be completed within one week of incident	
Outcomes/follow up actions (for example debrief with student, nursing staff informed, risk assessment evaluation, phone call home, , next steps agreed between student (s)/ nursing staff and college, interventions needed, restorative discussions)	

Please send fully completed Section A forms to K. Ingham and Unit Leader immediately Section B should be completed within one week or sooner dependent on nature of incident.

Appendix 2: The power of search

The following is a summary of the guidance found in the DFE document Searching, Screening and Confiscation, Advice for schools, July 2022. Please refer to the original document for full guidance.

General Principles

- Searches and screening will always be conducted with dignity, respect, and regard for pupils' privacy.
- Searches must be justified and proportionate, taking into account pupils' age, special educational needs or disabilities, and the right to respect for private life under Article 8 of the European Convention on Human Rights.
- Staff will follow this policy to ensure consistency and fairness in applying these measures.

Searching Pupils and Possessions

- **Who can search:** The headteacher and authorised members of staff.
- **When:** Where there are reasonable grounds to suspect that a pupil is in possession of a prohibited item (see below) or other items listed in the school rules.
- **Prohibited items include:**
 - Knives/weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Fireworks
 - Tobacco and cigarette papers
 - Pornographic images
 - Any item that could be used to commit an offence or cause harm.
- Searches with pupil consent are permitted; staff must explain why a search is needed and how it will be conducted.
- **Same-sex requirement:** A staff member of the same sex as the pupil must conduct the search, with a witness present. Exceptions apply only where there is an immediate risk of serious harm.
- **Extent:** Staff may search outer clothing, pockets, bags, desks and lockers. Strip searches are not permitted by school staff.

Use of Reasonable Force

- Reasonable force may only be used to search for prohibited items. It cannot be used to search for items banned by school rules alone.

Confiscation

- Staff may confiscate items that pose a risk, are prohibited, or are evidence of an offence.
- Controlled drugs, weapons, and stolen items should be handed to the police unless it is safe to dispose of them.
- Alcohol, tobacco, fireworks, and other similar items can be retained or disposed of at staff discretion.
- Electronic devices may be examined if there is good reason. Indecent images of children must not be viewed; the device must be handed to the Designated Safeguarding Lead (DSL).

Screening

- The school may use walk-through or hand-held metal detectors to screen for weapons.
- Pupils and parents will be informed if screening is introduced.
- Reasonable adjustments will be made for pupils with disabilities.

Safeguarding

- Staff will always consider whether a search or its outcome indicates a safeguarding concern.
- The DSL must be informed if any prohibited item is found or if any safeguarding issue arises.
- Appropriate referrals to early help or children's social care will be made as necessary.

Record Keeping and Parental Communication

- All searches for prohibited items will be recorded, noting:
 - Date, time, location, pupil's name
 - Staff involved
 - Items searched for and found
 - Any follow-up action taken.
- Parents will be informed of all searches for prohibited items and the outcomes as soon as practicable.

Complaints

- Any complaints about searches, screening or confiscation will be handled through the school's normal complaints procedure.

This policy ensures that searches, screening and confiscation are carried out lawfully, fairly, and consistently, supporting our commitment to safeguarding and promoting the welfare of all pupils.