

# Positively Managing Behaviour Policy

Policy Reviewed: Autumn Term 2020

Next Review: Summer 2021

Challenging behaviour has been defined by Emerson (2001) as;

‘Culturally abnormal behaviour(s) of such an intensity, frequency or duration that the physical safety of the person, or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit use of, or result in the person being denied access to, ordinary community facilities’

Ofsted Guidance to Schools Inspectorate (2018)

‘if restriction of liberty is necessary to safeguard a child or vulnerable adult that should be made public in the policy, planned, monitored, reviewed and discussed openly. There should be a risk assessment which balances the risk against any restriction or restraint being used to reduce the risk. In order to be reasonable any action should be proportionate and necessary.’

This Policy has been informed by the principles set out by the Positive Behaviour Support (PBS) framework. <https://www.bild.org.uk/positive-behaviour-support-pbs/> and Team Teach framework. <https://www.teamteach.co.uk>

The overall aim of Positive Behaviour Support (PBS) is to improve the quality of a person's life and that of the people around them. This includes children, young people adults as well as older people.

PBS provides the right support for a person, their family and friends to help people lead a meaningful life and learn new skills without unnecessary restrictions. It is not simply about getting rid of problematic behaviour

The policy adopts a holistic view to behaviour and uses a 3 tier system (figure) to support positive behaviours. All learners will have support plans (tier 1) These plans are designed to put structures in place that promotes the wellbeing of the students and supports a positive frame of mind. Details of these plans are outlined in section 4 of this policy. Tier 2 (Re-engagement plan) are informed by stages 1&2 of Teams Teach's 'Six Stages of a crisis'(Figure2). These plans place emphasis a supporting the student to regulate emotions and therefore de-escalate a potential crisis situation. Details of these plans are outlined in section 10.4 of this policy .Tier 3 (Additional Support Plans ) are informed by stages 3-6. These plans allow for a crisis situation to be dealt with safely and in a sensitive manner ensuring opportunities for a restorative approach once the student is safe. Details of these plans are outlined in section 10.5 of this policy.

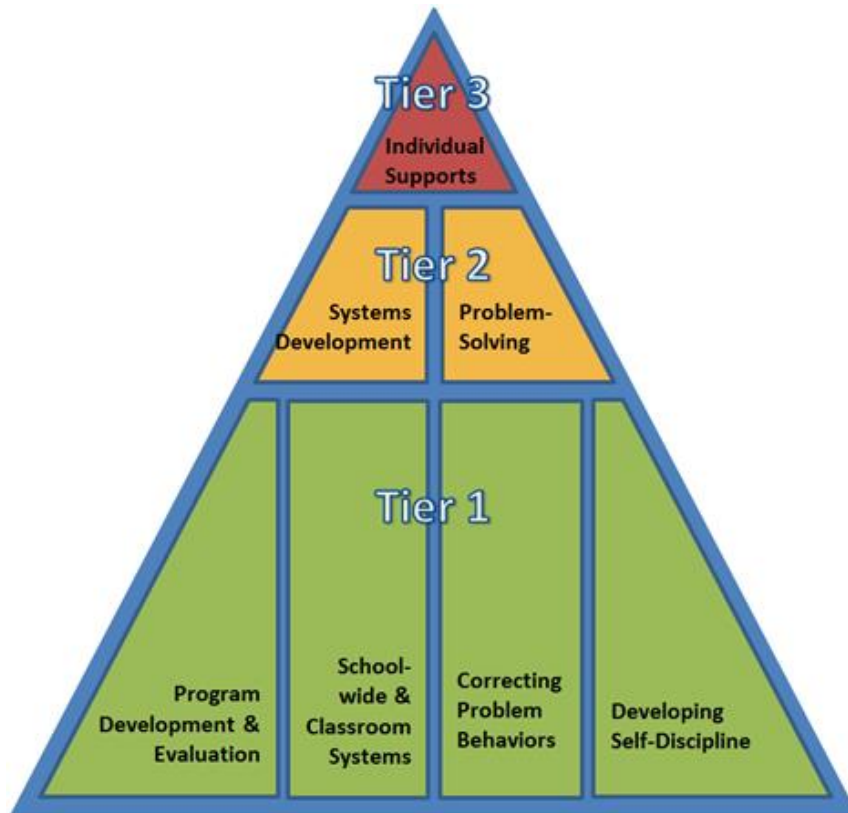


Figure 1

# Six Stages of Crisis

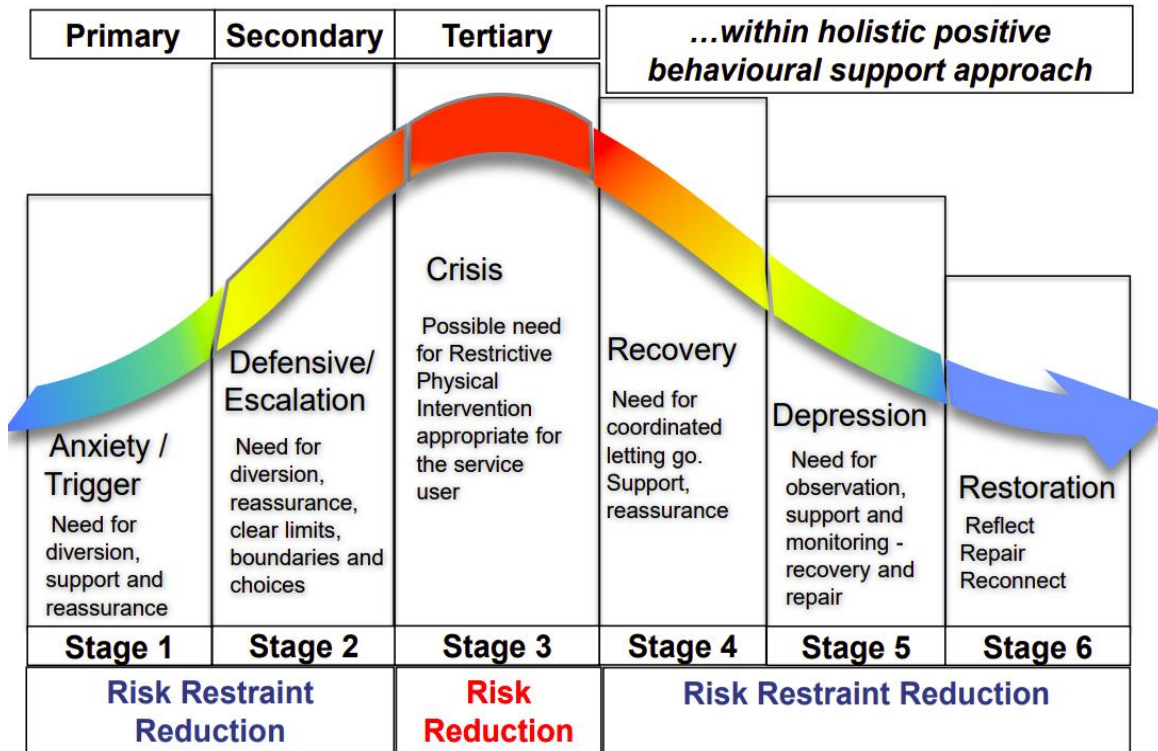


Figure 2

## **1. MANAGING BEHAVIOUR POSITIVELY - GENERAL GUIDELINES**

- 1.1. Ensure basic needs are met.
- 1.2. Ensure behaviour expectations are clear and unambiguous.
- 1.3. Ensure expectations match pupils' capabilities, especially their understanding.
- 1.4. Recognise and emphasise the positive contributions of each pupil, i.e. reward rather than punish.
- 1.5. Describe behaviour precisely and professionally with appropriate recording.
- 1.6. Recognise the 'real' nature of challenging behaviour and therefore set realistic and achievable targets for individual pupils.
- 1.7. Consider challenging behaviour as communication and offer alternative strategies for pupils.
- 1.8. Consistency of approach from all adults to an individual pupil whose behaviour may challenge.
- 1.9. Use Team Teach help scripts or communication scripts prescribed by a lead professions eg. Educational Psychologist
- 1.10. Communicate effectively with colleagues.
- 1.11. Any discussion of individual behaviour will be conducted away from other pupils, unless part of a positive and planned strategy.
- 1.12. Recognise the emotional impact of challenging behaviour on other pupils and on colleagues.
- 1.13. Communicate effectively and positively with parents/carers.
- 1.14. Implement additional support (such as pastoral support) where necessary.
- 1.15. Act in a way that preserves the dignity of each pupil.
- 1.16. Act in a way that shows we care for, and value each pupil.
- 1.17. Avoid confrontations whenever possible.
- 1.18. Divert, distract and change adults to defuse situations.
- 1.19. STAY C.A.L.M (Team Teach)
- 1.20. ASK FOR HELP/OFFER HELP/ACCEPT HELP (Team Teach).

## **2. Examples of specific strategies for managing behaviour positively:**

- 2.1. Describe and measure the problem – then consider the following:
  - 2.1.1. Change the environment
  - 2.1.2. Ignore inappropriate behaviour where possible
  - 2.1.3. Reward appropriate behaviour – catch them being good
  - 2.1.4. Identify and model appropriate behaviour
  - 2.1.5. Give choices where possible, including staff
  - 2.1.6. Timetable adjustments
  - 2.1.7. Timed activities, perhaps using large egg/sand timers prior to reward
  - 2.1.8. Individual pupil-centred recording e.g. charts
  - 2.1.9. Symbol/picture timetables
  - 2.1.10. Give pupils time
  - 2.1.11. Simple language – one person communicating at a time!
  - 2.1.12. Give pupils physical space

### **3. The aims of the positive behaviour model are as follows:**

- 3.1. Take and accept responsibility of one's own behaviours and actions
- 3.2. Understand what triggered the misbehaviour
- 3.3. Have feelings validated and understood
- 3.4. Learn better ways to manage these emotions through appropriate behavioural responses in the future.
- 3.5. Reward good behaviour with additional reward opportunities.
- 3.6. Steps to the blueprint of a high impact debrief:
  - 3.6.1. Individually ask the pupil if they have maintained their own behaviour expectations.
  - 3.6.2. Ask for any challenges from staff (or pupils if whole class discussion). Go through all expectations before asking for challenges.
  - 3.6.3. Any challenges must be justified. Reasons are needed to why a pupil lost an expectation.
  - 3.6.4. The pupil has the option to agree or disagree with the challenge. They can state reasons why they do not feel like they broke the behaviour expectation.
  - 3.6.5. If there is a dispute of behaviour expectations. Teachers can ask if others agree or disagree with the challenge.
  - 3.6.6. Teacher makes final decision and justifies this decision.

### **4. Team Teach based Positive Learning Planning**

- 4.1. Positive behaviours and attitudes are considered to be indicators of highly engaged and therefore high performing learners. The Academy has therefore adapted a strategy which involves all learners possessing a Ready to Learn Plan.
- 4.2. The ready to learn profile succinctly identifies pedagogical considerations that promote the optimum learning experience for individual students. The profile is used in conjunction with the Academy's BfL system where engagement is measured on a scale of 1-4. The scale is benchmarked against the learners Ready to Learn Plan.
- 4.3. Engagement scores are awarded to learners for every lesson. There is an expectation they will score an average of at least 3 'mostly engaged' (Green Phase or Team Teach Ready for Learning Plan).
- 4.4. Teachers use engagement scores to inform teaching and learning, low or decreasing engagement scores will act as a trigger for teachers to review the pedagogy of their class room and make the necessary adjustments to ensure levels of engagement increase to the desired level.
- 4.5. For those learners who have the potential to display behaviours that indicate heightened distress or anxiety will have a personalised plan (Amber or Re-engage with Learning Plan) that will have agreed strategies with a planned, structured approach to returning the learner to the green phase as swiftly as possible.
- 4.6. Learners who struggle to regulate their emotions and have the potential to demonstrate behaviours that could cause harm to them self or other will

possess a reactive assessment (Red Phase or Team Teach Additional Support Plan). Integral to this is the post incident review. This is a live document that will detail how professionals will work with the young person to review behaviours, teach strategies and review efficacy to ensure the patterns of behaviours are reduced over time.

## **5. Use of language**

### **5.1. Pupil request**

- 5.1.1. Pupil request works on the premise that pupils
  - 5.1.1.1. Recognise their triggers and become self-aware
  - 5.1.1.2. Take ownership of their own emotions
  - 5.1.1.3. Tame their emotions through use of a personalised pupil request
  - 5.1.1.4. Return to class when they feel ready and in a positive learning mode
- 5.1.2. Staff can prompt use of the pupil requests when they see the triggers.
- 5.1.3. Staff should give pupils the opportunities to choose a wide variety of options for their pupil request. And remember that this should be personalised so that the pupil feel like they can use the strategies to calm. Examples of pupil requests include;
  - 5.1.3.1. Going outside into outdoor area
  - 5.1.3.2. Going to quiet room
  - 5.1.3.3. Outdoor sports area
  - 5.1.3.4. Talking to trusted adult
  - 5.1.3.5. Playing lego
  - 5.1.3.6. Drawing at desk
  - 5.1.3.7. Playing instrument
  - 5.1.3.8. Weighted blanket
  - 5.1.3.9. Sensory toys/items
  - 5.1.3.10. Transitional objects

## **6. Show me safe**

- 6.1. During times of distress pupils can display behaviours which are not safe and in turn can cause harm to themselves or others, damage to property or causing a criminal offence. Staff at Severdale Specialist Academy use the language of show me safe; this can be used before, during and after a physical intervention or circumstances where unsafe behaviour is being displayed.
- 6.2. Show me safe essentially means that we are asking pupils to show a safe body. If pupils can demonstrate that they have a safe body then staff would not need to intervene with a physical intervention but may use other self-soothing strategies instead. During physical interventions it is important that pupils can demonstrate a safe body rather than demonstrating that they are calm. When a pupil has demonstrated that they are safe, the staff team can modify or disengage from the physical intervention.
  - 6.2.1. "We hold you because we care and not because we can"
  - 6.2.2. "I care enough about you not to let you get out of control"

- 6.3. It is essential that staff release to calm and not hold to calm.
- 6.4. What we look for;
  - 6.4.1. Safe head
  - 6.4.2. Safe hands
  - 6.4.3. Safe feet
- 6.5. Pupils at Severndale Specialist understand what show me safe means appropriate to level of cognition and understand that when they show safe behaviour/body then staff will give them the opportunity to self regulate without a physical intervention. This methodology is pre-taught at the start of every term and as part of integration.

## **7. Behaviour outside of school**

- 7.1. There are times when a behaviour incident will occur outside of the school. The level of incident will determine the appropriate staff response. Most times staff response will occur through a restorative approach; a conversation with a mentor; or a solution focused approach.
- 7.2. Teachers may use consequences for:
  - 7.2.1. misbehaviour when the pupil is:
    - 7.2.1.1. taking part in any school-organised or
    - 7.2.1.2. school-related activity or
    - 7.2.1.3. travelling to or from school or
    - 7.2.1.4. wearing school uniform or
    - 7.2.1.5. in some other way identifiable as a pupil at the school.
    - 7.2.1.6. or misbehaviour at any time, whether or not the conditions above apply, that:
    - 7.2.1.7. could have repercussions for the orderly running of the school or
    - 7.2.1.8. poses a threat to another pupil or member of the public or
    - 7.2.1.9. could adversely affect the reputation of the school.
- 7.3. In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. Staff should then follow the list of consequences within this policy.
- 7.4. The school works in partnership with parents/carers to ensure that all relevant information is passed between both sides. The school will inform parents on in school actions and the school trusts that parents/carers update the school on any issues at home/outside of school.

## **8. List of rewards and Strategies to support challenging behaviours.**

- 8.1. Positive behaviour will be rewarded with:
  - 8.1.1. Praise
  - 8.1.2. Achieving above expected in lesson
  - 8.1.3. Phone call/email home to parents (in addition to home/school book)
  - 8.1.4. Special responsibilities/privileges
  - 8.1.5. Reward charts based on maintaining behaviour expectations
  - 8.1.6. Spending time with trusted adult



- 8.2. The school may use one or more of the following strategies in response to challenging behaviour:
  - 8.2.1. A verbal reprimand
  - 8.2.2. Prompting a pupil to use pupil request
  - 8.2.3. Expecting work to be completed at home, or at break or lunchtime
  - 8.2.4. Referring the pupil to a senior member of staff

## **9. Positive Touch at Severdale Specialist Academy**

- 9.1. There are occasions when it is entirely appropriate and proper for staff to have contact with students, but it is crucial that they only do so in ways appropriate to their professional role. A 'no touch' approach is impractical for most staff and may in some circumstance be inappropriate.
- 9.2. When physical contact is made with students it should be in response to their needs at the time, be of limited duration and appropriate to their age, stage of development, gender, ethnicity and background.
- 9.3. It is not possible to be specific about the appropriateness of each physical contact, since what is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should therefore, use their professional judgement at all times.
- 9.4. Staff should be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described. Staff should never touch a child in a way which may be considered indecent. Always be prepared to explain actions and accept that all physical contact be open to scrutiny. Staff must not engage in rough play, tickling or fun fights with students.
- 9.5. Extra caution should be exercised where a child is known to have suffered previous abuse or neglect. Such experiences may sometimes make a child exceptionally needy and demanding physical contact and staff should respond sensitively by deterring the child through helping them to understand the importance of personal boundaries.
- 9.6. Staff supervising PE and games or providing musical tuition may be required to initiate physical contact with students to support a child to perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or to assist them with an exercise. Contact under these circumstances should be done with the student's agreement, for the minimum time necessary and in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the student.
- 9.7. In all situations where physical contact between staff and students takes place, staff must consider the following:
  - 9.7.1. the student's age and level of understanding
  - 9.7.2. the student's individual characteristics and history
  - 9.7.3. the location where the contact takes place (it should not take place in private without others present)
- 9.8. Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with

the participant's neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints.

- 9.9. **Physical contact must never become a habit between a member of staff and a particular student.**

## 10. Physical intervention

- 10.1. On occasion a small proportion of our pupils may become so upset or otherwise aggressive that staff have to intervene physically to ensure their safety or of others; prevent significant damage to property; prevent a criminal act from occurring; or prevent significant disruption to the learning environment. In order for this intervention to be legal it needs to be "reasonable, proportionate and necessary".
- 10.2. The only techniques approved by school are those approved and taught by Team Teach. No other technique may be used other than can be justified by imminent danger of significant harm greater than the risk of an unproven technique and the absence of a suitable Team Teach technique.
- 10.3. Only staff who have a current Intermediate Team Teach certificate are authorised to intervene physically. We ensure that all staff have a skillset which will ensure the safety of pupils at Severndale Specialist Academy. Staff to pupil ratios within class groups and use of radio systems ensure that if a physical intervention occurs there is always support available to respond to an incident.
- 10.4. Where there is a 'foreseeable risk' of distributive behaviours that are not physical, students will require a Re-engagement plan (Amber). The plan will prioritise prevention and de-escalation. The plan should include trigger points and strategies staff can use to diffuse behaviour or meet pupils needs at this point to further prevent escalation and crisis
- 10.5. Where there is a 'foreseeable risk' of a physical behaviour that may result in a student or member of staff becoming unsafe the student must have an Additional Support Plan. This will be agreed with the staff team and Parents. The additional support plan may specify early physical intervention to prevent intolerable risk from developing. Staff should follow each level of the Additional Support Plan. Whenever possible the advocate for the pupil will be present throughout the intervention to support the pupil and build relationships through the subsequent restorative process. All Additional Support plans will clearly identify
  - A team of colleagues to support physical intervention
  - A secondary team to support physical intervention in the event colleagues from the primary team are not available
  - An advocate for the student
  - A nominated Lead to co-ordinate physical interventions
  - Appropriate physical interventions that are proportionate to potential behaviours

- An identified space/location (not quiet room) was the student has opportunities to deescalate.
- Identified route to transfer student from classroom to identified space.
- Considerations for transferring student, eg: which classes nearby will need notifying.

## **11. Schools can use reasonable force to:**

- 11.1. Prevent a pupil from hurting themselves or others
- 11.2. Prevent the Commitment of a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- 11.3. prevent damage to property (including the pupil's own property);
- 11.4. prevent any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

## **12. Who can use reasonable force?**

- 12.1. All members of school staff have a legal power to use reasonable force
- 12.2. This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.
- 12.3. Note: it is encouraged that staff use a physical intervention for the least possible amount of time and that escorting to an area designated as pupil request and releasing can be a positive and effective strategy which acts in the best interest of the child.

## **13. Locking or Bolting of Doors**

- 13.1. It is acceptable to use mechanisms or modifications to a classroom which are necessary for security, for example on external exits or windows, so long as this does not restrict children's mobility or ability to leave the premises if it is safe for them to do so.

## **14. Emotional Warmth**

- 14.1. We are highly aware of the current climate in which touch/physical comfort as a natural and important form of human connection, has been almost vetoed in some schools, because of fears of abuse. Many neuroscientific and psychological studies have shown that a lack of soothing touch in childhood, particularly during times of distress, can result in physical ill-health and problems with anxiety, aggression or depression in later life.
- 14.2. The appropriate therapeutic use of touch is defined by situations in which abstinence would actually be inhumane, unkind and potentially psychologically or neurobiologically damaging. Examples include the empirically backed beneficial use of touch in the comforting of a child who is

in an acute state of distress. Not to reach out to the child in such circumstances, could also be re-traumatising.

- 14.3. It is important to note that asking consent to be in personal or intimate space is vital to empower the young people. We are fully aware that there are those circumstances whereby the risk is elevated in which the child cannot verbalise. In these cases staff have a duty of care to keep the pupil safe and would use Team Teach techniques to help make the situation safe for the child. Gentle safe holding which is entirely used to soothe, calm and emotionally regulate, is appropriate if a child is hurting either himself, herself or others, or is damaging property, or is so incensed and out of control, that all verbal attempts to engage the child have failed.
- 14.4. We fully appreciate that every individual needs to appreciate the difference between appropriate and inappropriate touch. When a child is in deep distress, the practitioner is aware when sufficient connection and 'psychological holding' can be established without physical comfort. Our practitioners are highly aware of both the damaging and unnecessary uses of touch in a therapeutic context. e.g. touch as an avoidance of the child's feelings, as an ill thought out or impulsive act of futile reassurance/gratification, as a block to important therapeutic work and conflict resolution.
- 14.5. The practitioner is also aware of touch which is posing as therapeutic, but which is actually being used to satisfy the practitioner's need for contact rather than that of the pupil. Naturally practitioners are also fully cognisant of touch that is invasive, or which could be confusing, traumatising, or experienced as stimulating in any way whatsoever. Should any such touch be used, it would be deemed as the most serious breach of the staff code of conduct, safeguarding procedures and keeping children safe in education: warranting the highest level of disciplinary action.
- 14.6. Examples of how each individual pupil would prefer to receive positive touch/emotional warmth is recorded in their behaviour plan.

## **15. Withdrawal and time out**

- 15.1. Time out is a consequence based behaviour modification technique. It uses the theory that if you remove something positive from someone when they display an unwanted behaviour, they will learn over time to change that behaviour.
- 15.2. Withdrawal involves assisting a person to move away from a situation in which they are failing to cope, to a safer or more comfortable place where they have a better chance of gaining composure and show safe behaviours. Staff will refer to the behaviour plans in order to make informed decisions on next steps and option points that can be implemented to help the young person to control their emotions and behaviours.
- 15.3. Time out is used as a reflective process in which the pupil will spend time with a qualified member of staff to reflect upon their actions/behaviours and suggest new ways to change their behaviour. This is often a time whereby the pupil has the opportunity to discuss their feelings and contribute to

reviewing and revising their additional support plan to address needs and modify their behaviours in a positive way.

## **16. Quiet or sensory rooms**

- 16.1. Within Severndale Specialist Academy there are many areas whereby a child can call a safe place or a place where the level of risk can be managed more effectively. Two of these areas are; quiet room and sensory room.
- 16.2. 1: Quiet Room. The quiet room can have a variety of uses.
  - 16.2.1. Reduce the level of risk posed within other parts of the school community. There are times when the level of risk posed is excessively high or in which a pupil's behaviour has been triggered. Thus the use of quiet room would be a positive strategy to minimise the risk posed to the environment and others and/or act as an area of low stimulus where a child can self-regulate.
  - 16.2.2. A pupil request. Often pupils choose to go to a quiet room as a pupil request. This provides a quiet space where they can go to relax away from others. In addition, pupils will use the resources to regulate how they feel which acts a release for them.
  - 16.2.3. A place where 1 to 1 mentoring occurs. Pupils would often request to take part in mentoring away from other pupils in the class which can be facilitated with use of the quiet room space.
- 16.3. 2: Sensory rooms:
  - 16.3.1. Predominantly these rooms are dedicated timetabled spaces. However they can also be used to enable pupils to reset feelings. For example some pupils prefer to play in the sensory room and then return when they feel ready to.
  - 16.3.2. Play at break and lunch times. Pupils will often play games in the sensory rooms.
- 16.4. Note: staff should refer to guidance on Withdrawal, when pupils are using the quiet or sensory room areas.

## **17. Risk**

- 17.1. Where this is a 'foreseeable risk' above the levels identified within the Additional support plan they will have a specific pupil Risk Assessment agreed with parents and appropriately trained and authorised staff must be planned to be available at all foreseeable trigger points. The plan will prioritise prevention and de-escalation. However, on the basis of clear evidence, the risk assessment may specify early physical intervention to prevent risk from developing. Staff must follow each level of the Behaviour Plan and risk assessment (if in place). Staff should also update the Additional Support Plan after a physical intervention has occurred.
- 17.2. N.B All pupils within the school will have a behaviour plan but only those who present with elevated risks (outside of the remit of the behaviour plan will a risk assessment be created).
- 17.3. The risk checklist for staff:
  - 17.3.1. Assess the risk. Actual or perceived.

- 17.3.2. Consider all option points
- 17.3.3. Act in accordance to Additional Support plan
- 17.3.4. Act within the best interest principle

## **18. PHYSICAL INTERVENTIONS**

- 18.1. Physical Interventions which are not restrictive/based on the use of force
- 18.2. All staff should be aware of the distinction between physical contact or touch, used appropriately in everyday situations to support, encourage, guide or comfort a pupil, and the use of force to restrict movement or to disengage from pupils whose behaviour presents a clear risk of injury.
- 18.3. Most of our pupils will benefit from adults physically interacting with them as part of the way we teach. The kinds of physical interactions which are routine will include a range of physical prompts–
  - 18.3.1. Holding a pupil's hand.
  - 18.3.2. Guiding a pupil by linking arms, placing a hand on their shoulder, or on their elbow.
- 18.4. In addition to this, if a pupil is distressed, it may be appropriate to place an arm around their shoulder to comfort them in the form of a 'help hug'.
- 18.5. Any physical intervention should avoid contact that might be interpreted as sexual. Kissing a pupil on any part of the body and should be avoided for this reason.
- 18.6. Staff need to act in accordance with other school policies, in particular that relating to Child Protection and Appropriate Interactions.

## **19. Restrictive Physical Interventions**

- 19.1. Restrictive Physical Interventions are defined by the DfE as interventions which 'involve the use of force to control a person's behaviour and can be employed using bodily contact, mechanical devices or changes to the person's environment.'
- 19.2. (Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorder DfEs July 2002, p10)
- 19.3. For further guidance see the DFE use of force guidance 2013.  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)
- 19.4. Approved RPIs are TEAM-TEACH holds other than 'friendly elbow'.  
All RPIs must be recorded on IRIS on the same day.

## **20. ENVIRONMENTAL RESOURCES**

- 20.1. The school has a range of resources to support and engage children in positive learning opportunities. These include; quiet rooms a multi-sensory room, soft play, extensive outdoor play resources/equipment, music and technology facilities.

- 20.2. The following are specifically highlighted: Within the school classroom doors for younger children and those who are at risk from absconding have high/ double handles/thumb locks. This is to prevent risk of harm and to maintain the school's duty of care.

## **21. Power to search pupils without consent**

- 21.1. In addition to the general power to use reasonable force described above, Principals and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":
- 21.1.1. knives and weapons
  - 21.1.2. Mobile phones and other electronic media
  - 21.1.3. alcohol
  - 21.1.4. illegal drugs
  - 21.1.5. stolen items
  - 21.1.6. tobacco and cigarette papers
  - 21.1.7. fireworks
  - 21.1.8. pornographic images
  - 21.1.9. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- 21.2. The school may use a metal detector without permission if there are reasonable grounds for suspicion that a prohibited item is being brought onto school premises.

## **22. Reparation and restorative process**

- 22.1. Reparation/restoration: Pupils should be taught about the consequences of their actions and a key way of achieving this is teaching the pupil to "make things right" after a major behaviour incident. This can either be in terms of repairing physical damage or the emotional damage on others. Pupils should be taught to feel better when they have "made things right". This process can happen in two distinct ways:
- 22.2. Initial Restoration for an incident: After the pupil has made their initial recovery from their crisis they will complete a process of "initial restoration".
- 22.3. For lower level behaviour the pupil may show they are calm and cooperative, after time to calm down and being informed of the consequences appropriate for the behaviour, for example by completing a piece of class work
- 22.4. For any damage to property or disruption to the learning community. Pupils will be asked to put things back to how they were originally or fix items that are broken; or complete a community reparation and reflection activity that makes things right. If certain types of school or personal property cannot be

fixed or damage is significant and over £50 a bill of £50 will be sent home to parents/carers as a contribution towards costs.

### **23. Full Incident Review & reflection session**

- 23.1. There will be times when a full reflection session will be required so that the pupil can effectively reflect and learn from a serious incident or multiple incidents of a similar nature. The reflective process is also another strategy to avoid/prevent a fixed term exclusion.
- 23.2. The process aims to give the pupil a voice to express why they think they are behaving a certain way and aims to put strategies in place to learn better ways for the future. It is imperative that outcomes are fed back to the staff teams so they can effectively put the strategies in place.

### **24. National and Local Guidance**

- 24.1. It is recognised that special schools cater for children with severe behavioural difficulties who present behaviour that may necessitate the use of restrictive physical interventions to prevent injury, damage to property, or the breakdown of discipline. Section 550A of the Education Act 1996 clarifies the position about use of restrictive physical interventions by teachers and others authorised by the headteacher to control or restrain pupils. Teachers and other authorised school staff are reminded that use of physical force must be reasonable and comply with:
  - 24.1.1. 'Use of Reasonable Force in Schools' Guidance dated 2013 (Revised in 2015)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)
  - 24.1.2. DfE letter dated 24 April 2001 to Chief Education Officers in England, "Positive handling strategies for pupils with severe behavioural difficulties"
  - 24.1.3. Joint DfE/DH guidance issued July 2002, "The use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorder"
  - 24.1.4. Local authority policies

### **25. School expectations**

- 25.1. The use of restrictive physical interventions should always be considered within the wider context of other measures. These include establishing and maintaining good relationships with children and using diversion, diffusion and negotiation to respond to difficult situations. RPIs must always be a last resort and involve the minimum use of force for the minimum amount of time. These are legal requirements.
- 25.2. Use of physical force that is unwarranted, excessive or punitive is not acceptable. Additional Support Plans will set out what is reasonable for



individual pupils in foreseeable circumstances. In emergencies or unforeseen circumstances, any use of force will need to be reasonable.

- 25.3. Failure to comply with these principles will be dealt with under school disciplinary procedures.

## **26. Who may use Restrictive Physical Interventions and when**

- 26.1. All staff have a duty of care to all pupils. Therefore, in an emergency, all staff who work at the school may use reasonable force to prevent a pupil from causing personal injury to any person, including themselves, causing significant damage to property or engaging in any behaviour prejudicial to the maintenance of good order. This may include staff that do not hold a current TEAM TEACH certificate. However, the expectation is that if there are staff available who have been trained in TEAM TEACH; they will take the lead in any physical interventions and school radios will be used to summon TEAM TEACH trained staff if necessary.

## **27. Restrictive physical interventions should only be used in the following circumstances**

- 27.1. To prevent or stop a pupil harming themselves
- 27.2. To prevent or stop a pupil harming anyone else
- 27.3. To prevent or stop a pupil causing significant damage to property
- 27.4. To prevent or stop an offence being committed
- 27.5. To prevent or stop behaviour prejudicial to the maintenance of good order and discipline within the school, or on educational visits conducted by the school.

## **28. Positive behaviour management**

- 28.1. All staff should adopt a positive approach to improving behaviour in order to reward effort and application, and to build self-esteem. The school should work in partnership with those who know the child to help those concerned:
- 28.2. find out why this child behaves as he or she does
- 28.3. understand the factors that influence this child's behaviour
- 28.4. identify early warning signs that indicate foreseeable behaviour are developing.
- 28.5. This approach will help to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviour and make sure that the use of physical force is kept to a minimum. School staff should refer to the school's behaviour policy when developing and implementing additional support plans.
- 28.6. All additional support plans should be drawn up by class teacher in conjunction with the school's Behaviour Leads. Plans should be recorded using the format attached. Parents/carers should be informed of these plans, and of any changes to them. Parents/carers are asked to sign that they have received a copy of the plan, and are asked how they would like information relating to Physical Interventions to be passed to them. Class teachers must communicate this information clearly when RPIs occur on the same day.

## **29. Use of restrictive physical interventions in unforeseen and emergency situations.**

- 29.1. Schools should acknowledge that, on occasion, staff may find themselves in unforeseen or emergency situations when they have no option but to use reasonable force to manage a crisis. It is recommended that:
- 29.2. Before using force - staff attempt to use diversion or diffusion to manage the situation.
- 29.3. When using force - staff must use techniques and methods with which they are familiar, confident and are permitted by the school.
- 29.4. In exceptional circumstances (where permitted techniques are ineffective or staff are unfamiliar with the action they should take) – staff manage the situation as best they can.
- 29.5. Staff should always report and record use of physical force that occurs in unforeseen or emergency situations using the pupil's incident record booklet, or if the pupil does not have a booklet, then on a separate sheet.

## **30. Risk assessment and planning for use of restrictive physical interventions**

- 30.1. All identified behaviour necessitating use of physical intervention will be formally risk assessed as part of our Additional Support Plan Planning.
- 30.2. In the event of disputes over, or concerns about, techniques and methods being considered, an interim school strategy should be agreed and the matter referred to the LA.

## **31. Post-incident support**

- 31.1. Incidents that require use of restrictive physical interventions can be upsetting to all concerned and result in injuries to the child or staff. After incidents have subsided, it is important to ensure that staff and children are given emotional support and basic first aid treatment for any injuries.
- 31.2. A list of First Aiders is displayed in each class and in the offices. In the event of any other medical concerns, the school nurses should be contacted.
- 31.3. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require anything other than basic first aid. This should be done via the 'First Aid at Work' certificate holders or by ringing for an ambulance in an extreme situation. The school should take action to report any injuries to staff or pupils in accordance with RIDDOR – this is done via the Council Accident, Violence and Near Miss Form

## **32. Reporting and recording use of restrictive physical interventions**

- 32.1. After incidents in which physical intervention is used, staff should report and record the matter in accordance with school procedures. All incidents requiring the use of physical intervention should be thoroughly and systematically documented by the use of Incident Record Books as advised in DfE letter dated 24 April 2001 to Chief Education Officers in England "Positive handling strategies for pupils with severe behavioural difficulties". Incident Record Books refers to IRIS in the context of Severndale.

- 32.2. As a matter of good practice, all incidents of significant challenging behaviour should be recorded by the staff involved using IRIS.

### **33. Monitoring use of restrictive physical interventions**

- 33.1. Use of physical intervention in school will be monitored in order to help staff learn from experience, promote the well being of children in their care, and provide a basis for appropriate support. Information on trends and emerging problems will be shared within the school by the Behaviour Leads.
- 33.2. All pupils have a ready for learning plan. Some learners who have higher anxieties have re-engage with learning plans to ensure that restrictive interventions are not required for support. A few learners have additional support plans that identify the advocate for the young person and key members staff who make the child feel safe when being physically supported.
- 33.3. The Behaviour Lead will maintain a database of all pupils and the type of learning plans required.
- 33.4. Reviews of learning plans will be completed at least termly and updated by class teams as behaviours develop over time.
- 33.5. Department Leads will receive email advising of IRIS RPI forms that they have to monitor and sign off. They will then be reviewed by the Behaviour Lead on a weekly basis.
- 33.6. Departments are monitored by Behaviour Lead and SLT.
- 33.7. Monitoring information will be reported on a regular basis to school trustees as part of the Principal's Report.

### **34. Responding to complaints**

- 34.1. The use of 'Restrictive Physical Intervention' can lead to allegations of inappropriate or excessive use. In the event of a complaint being received by a school in relation to use of force by staff, the matter should be dealt with in accordance with agreed procedures for handling allegations against members of staff.
- 34.2. Complaints should be made in writing to the Principal.

### **35. Staff training**

- 35.1. This school has adopted the Team Teach training approach, which is accredited by the Institute of Conflict Management. A significant part of the training centres on minimising the requirement for the use of force and it also includes a range of personal safety strategies and methods for holding children safely.
- 35.2. Training will be planned by the Behaviour Lead and will take into account staff changes, pupil needs and available time. This will be supplemented by other ongoing training on behaviour management and related issues, for example curriculum development, communication strategies, manual handling.

### **36. Fixed Term Exclusions**

- 36.1. Severndale Specialist Academy acknowledges that Fixed Term Exclusions run the risk of:

- 36.1.1. Reinforcing the behaviour if:
  - 36.1.2. the pupil does not currently enjoy attending school and would like to get out of school
  - 36.1.3. parents are unable to enforce prescribed homework and standards
  - 36.1.4. the pupils allowed positive reinforces during the exclusion (e.g. games machines, allowed into the community)
  - 36.1.5. The pupils allowed into the community to further develop detrimental relationships with non-school-attending and non-working persons/gangs including increased risk of abuse, substance misuse, Child Sexual Exploitation (CSE), Extremism or other crime eg. County Lines.
  - 36.1.6. is exposed to further negative experiences at home (e.g. family members experiencing mental health/substance abuse/domestic violence)
  - 36.1.7. Being perceived by the pupils as a rejection of them as a person rather than a rejection of the behaviour, thereby increasing a student's alienation from the school system.
- 36.2. However, Fixed Term Exclusions may be used as part of a programme of teaching a pupil a better way of behaving. Where possible a restorative approach is adopted however we understand that there are circumstances which will warrant a fixed term exclusion. If the purpose is for the pupil to learn, they can only be used once the pupil completely believes that it is not them, as a person, who is being rejected, but the behaviour that they have exhibited. Therefore, we will use fixed term exclusions when:
- 36.2.1. The pupil can learn from the experience of being excluded.
  - 36.2.2. The pupil is extremely confrontational and distressed in school and is not learning from the behavioural management procedures that we are following and school needs time to reassess and develop an alternative approach to be agreed with parents/carers.
  - 36.2.3. The pupil poses a risk of serious injury or the abuse of other pupils that cannot be contained by the current resources within school- including the ability of staff working with the pupil to withstand further attack and the school needs time to reassess and develop an alternative approach to be agreed with parents/carers.
  - 36.2.4. As a message that the behaviour isn't appropriate or accepted within the school. For example, going on the school roof or setting off the fire alarm. These can pose significant risk to other pupils and themselves.

## **37. Roles and responsibilities**

### **37.1. Parents/Carers**

- 37.1.1. Parents are expected to:
- 37.1.2. Support their child in adhering to the pupil code of conduct i.e. behaviour expectations
- 37.1.3. Inform the school of any changes in circumstances that may affect their child's behaviour
- 37.1.4. Discuss any behavioural concerns with the form teacher or member of staff promptly

### **37.2. The Trustees**

- 37.2.1. The board of trustees will review this policy (A Positive Approach To Managing Behaviour) in conjunction with the Principal and monitor the policy's effectiveness, holding the Principal to account for its implementation.

### **37.3. The Principal**

- 37.3.1. The Principal is responsible for reviewing this behaviour policy in conjunction with the governing board. The Principal will also approve this policy.
- 37.3.2. The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **37.4. Staff**

- 37.4.1. Staff are responsible for:
- 37.4.2. Implementing the behaviour policy consistently
- 37.4.3. Modelling positive behaviour
- 37.4.4. Providing a personalised approach to the specific behavioural needs of particular pupils
- 37.4.5. Recording behaviour incidents

## **38. References**

- Emerson E. 'Challenging Behaviour Analysis and Intervention in people with severe intellectual disabilities' Cambridge University Press 2001
- DfE 'Use of Reasonable Force .Advice for head teachers, staff and governing bodies ' DfE 2013 (Reviewed 2015)
- DfES 'Guidance on the use of Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorder' DfES/DoH July 2002
- DfES 'Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties.' DfES September 2003
- Harris J. et al 'Physical Intervention - A Policy Framework' BILD 1996
- Telford and Wrekin & Shropshire LA 'Policy on the use of Physical Intervention' Nov 2002
- DfE 'Positive Environments Where Children Can Flourish' Ofsted 2018
- Allen B, George Matthews, 'Team Teach Intermediate Trainer Manual , Team Teach 2019