



# **Saxon Hill School**

## **BEHAVIOUR POLICY**

**Adopted 2011**  
**Last Review: May 2015**

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### **See also**

All these logs can be found in the cupboard, in the office, which stores the pupil details. These logs must be completed within 24hr of the incident and must be signed off by a member of the SLT

- Physical intervention log
- Physical incident log
- Complaints log

## **BEHAVIOUR POLICY**

### **Rationale**

This policy is written in compliance with the equal opportunities policy.

As a school we believe it is important to promote a caring and supportive learning environment which encourages good behaviour and enables all members of the school community to feel secure and respected.

The development of personal qualities and social skills and the fostering of socially acceptable behaviour are integral aspects of the school curriculum and therefore demand planning.

### **The aims we have for all pupils are:**

- To develop self-respect, value others and the environment
- To develop social and communication skills enabling full participation in society
- To take responsibility for one's own actions

### **The school is committed to:**

- Setting high expectations for pupils' personal, social and academic progress
- Providing a happy, caring environment in which our pupils feel secure and are prepared for life outside school
- The promotion of a positive ethos where each child's achievements are valued and celebrated
- An effective partnership between school, parents and the community

### **The Behaviour Code is central to our Behaviour Policy: (and can be interpreted so that it is accessible to each student)**

Each tutor group base will display this Code and/or agreed (tutor) group interpretation of the Code.

Lead professionals may wish to display the Code in an appropriate form within their teaching areas.

I will always try to:

- Be calm, polite and kind
- Work hard and let others do the same
- Take care of my own and other peoples property
- Respect myself and other people

For students where behaviour is a potential issue tutors will compile an individual behaviour plan (IBP)

We are committed to the development of a positive environment in which praise is a fundamental feature.

This is achieved through giving rewards:

### **Informal**

- Non-verbal; smiles, eye contact, thumbs up, body language, signing and symbols
- Verbal praise and comments; either a “word in the ear” or public recognition in a classroom. Staff should aim to maintain a minimum of three positives to one negative.
- Display of children’s work
- “Choosing time” – rewards at end of lesson or session
- Reporting to Senior Staff, Head teacher/Deputy Head to show work

### **Formal**

- Giving house points for either work or behaviour
- Certificates are awarded in Sleepover Club for children who achieve during their provision.
- Certificates for a single event of either work or behaviour. These certificates are presented during the Friday achievement assembly.
- Home school books will identify positive aspects of pupil behaviour or work.

### **Incentives to positive behaviour**

If a student breaks the Behaviour Code there will be a consequence – a reprimand or sanction. Sanctions consistently and firmly applied will result in boundaries being clearly drawn and therefore good behaviour management promoted. It is always the behaviour which is criticised or targeted and never the child.

### **Throughout the school all staff should ensure that:**

- Clear boundaries/limits of behaviour are established and maintained
- Wherever possible predictable structures and routines are established and maintained
- Calm, consistent approaches are established and maintained
- Responses are clear and unambiguous
- Pupils are aware of the consequences of inappropriate behaviour

### **All staff have a collective responsibility to:-**

- Provide positive role model to pupils
- Manage and not ignore problem behaviour
- Report incidents to lead professionals including those occurring at break times
- Complete Incident Log when necessary and liaise with lead professionals and or Residential Staff

### **Lead professionals have a responsibility**

for their tutor group and therefore need to:-

- Devise Individual behaviour Plans (IBP) which may contain a reactive management plan.
- Tutors must communicate significant details to other staff, including residential staff as appropriate, via email or note on staffroom noticeboard.

- Record incidents in an organised accessible file and be aware of any recorded serious incidents
- If necessary liaise with a line manager to devise strategies to manage repeated problem behaviour

## **Responses to inappropriate behaviour by pupils**

### Adult intervention

Intervention at lead professional level – using a range of strategies mainly within the class such as:

- Praise pupils nearby showing appropriate behaviour.
- Strategies in line with PROACT SCIP UK – Proactive, active; or very rarely reactive (appendix 4)
- A quiet reminder in a 1:1 situation, (without the rest of the class becoming distracted) of the code or required behaviour.
- Place child away from the group for a limited period of time with a maximum of ten minutes. Child only returns to class as long as they are in a calm state and have agreed to comply with code.
- Pupil is sent to work in another room (time out) under supervision of a colleague.
- Lead professional will follow up by organising , loss of free time as considered appropriate. A message will be sent to parents in home school book or a telephone message.

### Senior Staff Intervention

Behaviour escalates or pupil refuses to comply with staff interventions such as time out or Quiet Room

Serious violence, fighting, bullying, damage to school or other's property or refusal to comply with above interventions

- Pupil is referred to Deputy Head or Senior Shift Leader in residential. A responsible adult will ensure that the pupil arrives into the supervision of their senior colleague. The pupil will remain out of lessons or residential session until the pupil is calm, compliant regarding code and has completed any immediate sanctions. Deputy or residential Senior Shift Leader ensures parents receive serious incident letter or phone call.
- Arrangements may be made for the pupil to be attached to an alternative teaching group or member of staff. This to create a cooling off period, or break into a repetitive cycle of behaviour or to demonstrate to other pupils that breaking the Behaviour Code is considered to be a serious matter.
- Loss of free time may be considered during school break times.
- Sleepover Club have a behaviour rewards and sanctions policy that should be read in conjunction with this policy

If the behaviour is serious or persistent they need to refer the matter to the SMT immediately.

- All such incidents will be recorded in the serious incident log and brought to the attention of the Headteacher plus communication with home (letter, phone etc) entered in log.

- Consideration will then be given to the appropriateness of a more comprehensive individual behaviour management plan, or on rare occasions involving an incident of extreme seriousness or long term misbehaviour formal exclusion procedures by the Headteacher.

### Mutual Staff Support

Every member of staff will from time to time find themselves in circumstances in which they are challenged by the behaviour of a pupil or pupils. Staff are encouraged to their talk about their experiences of dealing with challenging behaviour in order that an ethos of collective support towards colleagues is maintained within the school.

**Saxon Hill School is a community with pupils of an unusually broad range of cognitive development and age range. Consequently the school has developed some strategies and procedures which are more appropriate and specific to some pupils.**

### Some suggested strategies and Procedures

#### Principles

- **Challenging and confronting inappropriate behaviour by teaching appropriate strategies and skills for social interaction**
- **Maintaining the structure and routines that pupils benefit from**
- **A pupil centred approach is vital in order to have a knowledge of each individual**
- **Proactive strategies are used to provide a positive learning environment**
- **Pupils are encouraged to develop a sense of responsibility for their own actions**
- **Pupils have a right not to be disrupted by others**
- **There needs to be an awareness of individual's methods of communication**
- **Behaviour is used to communicate a need**
- **Emphasis on the use of proactive strategies to provide appropriate physical and social environments**

#### Practices

- Adult responses to behaviour that is inappropriate are clear and reinforced by tone of voice, body language and facial expression.
- Consequences of inappropriate behaviour are immediate and follow routine practice. These consequences are familiar to pupils through usage. They include removal of the student from the group, loss of free time, reduced access to a preferred activity or behaviour contracts
- Pupils receive regular reference to acceptable behaviour through;
  - Tutor & assembly time references an aspect of the behaviour code
  - PHSCE & citizenship
  - Children's meeting when in residence
- Each room to display the code or agreed group interpretation
- Teaching groups agree and develop their own rules

#### Motivators/Rewards/Reinforcers:

- Stickers
- Access to preferred activities for short periods of time at end of lessons etc
- Staff responses are clear and unambiguous
- Home school books for some pupils form daily channels of communication between home, school and the pupil.
- There is an emphasis on the need for proactive strategies to underpin the behaviour policy, these are supported by the early use of active responses where appropriate.
- Staff devise individually or collectively, good conduct slips or letters/certificates, special rewards that are appropriate to particular groups or situations. Phone calls to parents/carers to inform of good behaviour.
- House points

**The “Use of Physical Interventions” Policy is a complementary policy and should be read in conjunction with this document (appendix 5).**

### **Monitoring and Evaluating the Policy**

The Deputy headteacher will seek feedback from pupils, staff, parents and carers on an annual basis to inform the school self- evaluation process. Each half term students will have the opportunity to complete ‘a have your say sheet’

## APPENDICES

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## **APPENDIX 1**

### **ANTI BULLYING POLICY**

#### **Rationale**

We regard bullying as a form of behaviour where an individual or group deliberately uses power to hurt or intimidate over a period of time, or in an isolated incident. In our school we recognise that bullying could occur between individual pupils, between groups of pupils and an individual pupil and between groups of pupils. It could also happen in the same way between members of staff and also between staff and pupils.

Cyber-bullying is included within the scope of the Anti-bullying policy – Guidance on this specialised aspect is covered in **Appendix 2**.

As such it is not tolerated at Saxon Hill and this policy presents the appropriate course of action for people to follow. It further follows that the school must have the will and the means to:

- \* identify bullying
- \* prevent bullying
- \* deal with bullying
- \* support the bullied
- \* prevent bullies continuing to bully
- \* endeavour to re-educate the bullies to reach realisation of the impact of their behaviours on other people.

#### **Definition**

Bullying is a behaviour which:

- \* is deliberately hurtful (even if the bully does not realise just how hurtful)
- \* is repeated over a period of time
- \* is very difficult for the bullied to put a stop to it
- \* may be physical
- \* may be verbal
- \* may be "indirect" (e.g. by turning other children against the victim)
- \* can have its seriousness measured by gauging the degree of effect it has on the victim

#### **Aims**

Our aim at Saxon Hill is to create a safe and secure environment for all, where bullying cannot thrive. We aim to make Saxon Hill a bully free zone.

The school aims to:

- support the bullied as a first priority
- \* have an ethos in which bullying is less likely to occur
- \* implement preventative approaches to make it less likely that bullying will occur
- \* give constructive responses when bullying does occur which make it less likely that there will be a repetition
- \* encourage victims to disclose and for disclosures not to lead to repercussions (from the bully)
- \* use sanctions to try to prevent bullies continuing to bully (whilst ensuring that the use of sanctions does not indirectly make things worse for the victim)
- \* consider productive ways of working with bullies aimed at re-educating the bullies' bullying actions and attitudes.

## **Measures**

- \* The topic of "Bullying" is approached, in for instance assemblies, tutor time, PSHCE, anti bullying week and student council and at children's meetings
- \* All staff, especially when on duty, are vigilant and responsive
- \* Every instance of reported bullying (whatever the source) is investigated and dealt with, parents/carers must be informed.
- Buddying system helps to identify early the instances of bullying

## **Guidelines**

### **Preventing bullying**

We aim to prevent bullying through:

- \* The establishment of an environment in which staff and pupils value and support one another, people are listened to and taken seriously, and appropriate behaviour encouraged.
- \* The reinforcement of socially appropriate behaviour, through a broad range of curriculum activities.
- \* The establishment of clear lines of communication between pupils, carers and staff.
- \* Our commitment to maintaining our levels of awareness and knowledge about bullying through staff training.
- \* Our commitment to the positive reinforcement of appropriate behaviour.
- \* The positive use of unstructured time.
- \* Our commitment to monitoring and supervision of the routines of school life.

### **Reporting bullying**

Students are trained to report any incidences of bullying reported to them through the buddying scheme.

Pupils are encouraged to tell an adult about incidents of bullying. Staff are responsible for either acting on or referring to lead professionals information about incidents. Serious incidents are reported to the Deputy Head/Headteacher.

### **Responding to Bullying**

Attempts to resolve bullying may include:

- \* Making it clear that the bullying behaviour is unacceptable
- \* Developing empathy in the bully
- \* Working around the incident in the PSHCE lessons, in groups and as a whole school during anti bullying week. Approaches must be appropriate for the pupils ensuring necessary vocabulary is taught (verbal & non verbal)
- \* Talking to the victim and making suggestions about strategies for avoiding or dealing with bullying behaviour
- \* Monitoring those involved
- \* Counselling individuals and groups
- \* Using sanctions, which usually include contact with parents/carers

## APPENDIX 2

# Cyberbullying

## DfE 2014 Advice for headteachers and school staff

### Who is this advice for?

This is non-statutory advice from the Department for Education for headteachers and all school staff on how to protect themselves from cyberbullying and how to tackle it if it happens.

### Overview

All forms of bullying (including cyberbullying) should be handled as a community issue for the whole school. It is important that schools take measures to prevent and tackle bullying among pupils. But it is equally important that schools make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. Evidence indicates that one in five (21%) teachers have reported having derogatory comments posted about them on social media sites from both parents and children.

School leaders, teachers, school staff, parents and pupils all have rights and responsibilities in relation to cyberbullying and should work together to create an environment in which pupils can learn and develop and staff can have fulfilling careers free from harassment and bullying. Schools can offer support to parents on how to help their children engage safely and responsibly with social media, perhaps through a parents' evening, advice in a school newsletter or signposting to other sources of support and advice. Creating a good school- parent relationship can help create an atmosphere of trust that encourages parents to raise concerns in an appropriate manner. Part of this is making sure that parents and carers are aware and understand how to communicate with the school. Schools should also make clear that it is not acceptable for pupils, parents or colleagues to denigrate and bully school staff via social media in the same way that it is unacceptable to do so face to face.

Schools should encourage all members of the school community including parents to use social media responsibly. Parents have a right to raise concerns about the education of their child, but they should do so in an appropriate manner.

### School staff

All school staff are in a position of trust, and there are expectations that they will act in a professional manner at all times. Here is some key advice for staff which may help protect their online reputation:

- Ensure you understand your school's policies on the use of social media, Childnet's 'Using Technology' guide has more information on what to be aware of.
- Do not leave a computer or any other device logged in when you are away from your desk.
- Enabling a PIN or passcode is an important step to protect you from losing personal data and images (or having them copied and shared) from your mobile phone or device if it is lost, stolen, or accessed by pupils.

Employers have a duty to support staff and no-one should feel victimised in the workplace. Staff should seek support from the senior management team, and their union representative if they are a member.

The Professional Online Safety Helpline is a free service for professionals and volunteers working with children and young people, delivered by the UK Safer Internet Centre. The helpline provides signposting, advice and mediation to resolve the e-safety issues which staff face, such as protecting professional identity, online harassment, or problems affecting young people; for example cyberbullying or sexting issues.

The Safer Internet Centre has developed strategic partnerships with the key players in the internet industry. When appropriate, this enables the Professional helpline to seek resolution directly with the policy and safety teams at Facebook, Twitter, YouTube, Google, Tumblr, Ask.FM, Rate My Teacher and more.

## **Schools**

Whole-school policies and practices designed to combat bullying, including cyberbullying, should be developed by and for the whole school community. All employers, including employers of school staff in all settings, have statutory and common law duties to look after the physical and mental health of their employees. This includes seeking to protect staff from cyberbullying by pupils, parents and other members of staff and supporting them if it happens.

Schools should develop clear guidance to help protect every member of the school community and to ensure that sanctions are appropriate and consistent. This will need to be effectively communicated to and discussed with employees, pupils and parents. Kidscape has also produced best practice advice and guidelines for professionals. The Diana Award also runs a whole school Anti-Bullying Programme, information and good practice can be found at [www.antibullyingpro.com](http://www.antibullyingpro.com).

## **Reporting**

The whole school community should understand reporting routes and responsibilities. Many schools will appoint a designated person to deal with bullying while others will distribute responsibility among a number of staff.

## **Acceptable use policies**

Every school should have clear and understood policies in place that include the acceptable use of technologies by pupils and staff that address cyberbullying. Agreements on the responsible use of technology should include:

- Rules on the use of school equipment, software and access routes when used on or off the school premises within school hours: for example, internet access, tablets, lap tops and mobile phones.
- Acceptable behaviour for pupils and employees, including behaviour outside school: for example teachers' and pupils' use of social networking services and other sites, so as not to harm others or bring the school into disrepute.
- School staff should expect the school to react quickly to reported incidents or support the member of staff concerned to do so. It is also important that staff who are harassed in this way receive support and information enabling them to access appropriate personal support. The school should endeavour to approach internet providers or other agencies on their behalf in order to request that the inappropriate material is removed. The internet provider may only accept a request from the victim. However, the school may want to take action if it is on a school website or email address.
- If it is necessary for the person being bullied to contact the service providers directly, the school may provide support. This might apply, for example, in cases of identity theft, impersonation or abuse via a mobile phone service.

## **Useful resources**

The Parent Zone has established a training programme designed to enable schools and professionals working with parents to deliver their own sessions on internet safety. They also provide innovative resources for schools to help and support parents, particularly around e-safety.

Facebook has produced Empowering Educators support sheet specifically for teachers and launched the Bullying Prevention Hub with Yale's Centre for Emotional Intelligence.

## **Getting offensive content taken down**

If online content is offensive or inappropriate, and the person or people responsible are known, you need to ensure they understand why the material is unacceptable or offensive and request they remove it.

Most social networks have reporting mechanisms in place to report content which breaches their terms. If the person responsible has not been identified, or does not respond to requests to take down the material, the staff member should use the tools on the social networking site directly to make a report.

Some service providers will not accept complaints lodged by a third party. In cases of mobile phone abuse, where the person being bullied is receiving malicious calls and messages, the account holder will need to contact the provider directly.

Before you contact a service provider, it is important to be clear about where the content is; for example by taking a screen shot of the material that includes the web address. If you are requesting they take down material that is not illegal, be clear to point out how it breaks the site's terms and conditions. Where the material is suspected of being illegal you should contact the police directly.

## Contact details for social networking sites

The UK Safer Internet Centre works with the social networking sites to disseminate their safety and reporting tools.

### Useful links

#### Social networking site

Ask.fm

Read Ask.fm's 'terms of service'

Read Ask.fm's safety tips

#### Reporting on Ask.fm:

You do not need to be logged into the site (i.e. a user) to report.

When you move your mouse over any post on someone else's profile, you will see an option to like the post and also a drop down arrow which allows you to report the post.

BBM

Read BBM rules and safety

Facebook

Read Facebook's rules

Report to Facebook

Facebook Safety Centre

Instagram

Read Instagram's rules

Report to Instagram

Instagram Safety Centre

Kik Messenger

Read Kik's rules

Report to Kik

Kik Help Centre

Snapchat

Read Snapchat rules

Report to Snapchat

Read Snapchat's safety tips for parents

Tumblr

Read Tumblr's rules

Report to Tumblr by email

If you email Tumblr take a screen shot as evidence and attach it to your email

Twitter

Read Twitter's rules

Report to Twitter

Vine

Read Vine's rules

Contacting Vine and reporting

YouTube

Read YouTube's rules

Report to YouTube

YouTube Safety Centre

## APPENDIX 3

### PROACT SCIP Training

1. Proactive strategies to include
- 2.

#### **Positive Environments**

Consider:

- Physical setting
- Social setting
- Activities and instruction
- Scheduling and predictability
- Communication

3. Active strategies to include

#### **(a) Calming Techniques**

- Identify
- Reflect
- Empathise
- Reassure
- Redirect
- Praise

#### **(b) Non-verbal techniques**

- Redirect
- Eye contact
- Close proximity
- Touch control
- Effective use of space
- Body posture
- Plan to ignore
- Facial expressions
- Access to preferences

#### **(c) Verbal techniques**

- Talking
- Distraction
- Reassurance
- Understanding
- Modelling
- Humour
- One to one
- Remind pupil of natural consequences
- Coping strategies
- Use positive language
- Relaxation

## APPENDIX 4

### INCIDENT LOG

#### INCIDENTS TO BE RECORDED

The school Incident Log is kept in the School Office and the following exceptional events must always be reported and recorded in the log with dates, full details, witnesses etc.

1. any incident when a pupil leaves school premises, even if they subsequently return
2. any indication from a pupil that touch used in teaching is seriously resisted or found objectionable;
3. any incident of incontinence that requires staff help to clean the genital area of a normally continent pupil;
4. any incident when a member of staff feels that they have behaved inadvertently in a way that could be misconstrued as sexually provocative;
5. incidents when a pupil behaves in a sexually provocative manner towards a member of staff;
6. any allegations of sexual harassment to or by staff or pupils;
7. any incident involving serious damage to property
8. any incident involving serious theft
9. any occasion on which a pupil or staff member has suffered injury;
10. any visits of police officers to interview a specific pupil;
11. any disciplinary incidents serious enough to warrant a request to parents to visit school and see Head or Deputy;
12. any exclusion from school;
13. any incident of drug abuse or substance abuse in school;
14. any occasion when a pupil is required for disciplinary reasons to remain in school beyond school hours;
15. any other incident serious enough to disturb substantially the smooth running of the school;

## **Appendix 5 USE OF PHYSICAL INTERVENTIONS POLICY**

Within Saxon Hill School most students will, at some stage, experience a physical intervention from staff. The purpose of this policy is to identify the range of physical intervention from frequent actions in support of some pupils with dressing through to rare actions such as a restrictive physical intervention.

The policy deals with the need to consider the circumstances in which a physical intervention may take place, recognised school procedures including planning and recording. It should be read in conjunction with the school Behaviour Policy.

Physical interventions may be defined as :

- Touch as part of the learning programme
- Touch for care and management of physical/medical needs
- Touch or restrictive physical interventions as responses to challenging behaviour

At Saxon Hill School all aspects of physical interventions are recognised as sensitive issues. Key aspects of our practice are:

- training
- recording
- reporting
- monitoring

### **Training**

Appropriate training is provided for staff as follows:

- medical training from school nurse, specialist medical professionals for intimate care, medical procedures, administration of medication other than tablets/medicines taken by pupils independently in the presence of staff
- advice on assisted eating programmes for individual pupils is sought from school nurse and parents initially and subsequently from dietician, speech and language therapist etc
- all staff are trained in physical interventions (PROACT-SCIPr-UK). A 2 day initial training will be offered to all new staff. There will be an annual update for all members of staff. 1 member of staff trained as a Scipr link co-ordinator

Wherever possible, training needs for staff specific to an individual pupil are identified and met prior to the pupil starting at school.

Practices agreed following the training are recorded on individual pupils' care plans (IBP and RMs).

### **Recording**

All pupils have statements of special educational needs which are reviewed annually with parents/carers and other professionals. Review meeting reports indicate if physical interventions are likely to be used with an individual pupil. Individual education plans and individual care plans are developed each term and these will contain any new need for physical interventions. These are reviewed by tutor together with parents/carers. IBPs and RMs are reviewed frequently and updated as the situation changes.

### **Physical interventions that may form part of a learning programme.**

They could include:

- hand-over-hand use of scissors, writing implements etc
- touch to aid manipulation of equipment in (for example) science or technology

- sensory curriculum

**Physical interventions may be used in response to physical/medical needs and are detailed in individual care plans.**

These include intimate care, administration of medication, feeding and support for personal hygiene. Care plans are reviewed at least once per term, more frequently if necessary.

Physical interventions detailed on care plans include:

- personal hygiene support for continence, menstruation
- support for developing independence skills in personal hygiene
- insertion of catheters, naso-gastric tubes etc
- administering buccal midazolam
- administering rectal diazepam etc
- epi-pens for anaphylactic reactions
- inhalers, nebulisers
- supporting pupils at meal/snack times where there may be physical or behavioural difficulties

**Physical interventions may be needed to manage challenging behaviour and are detailed in individual care plans, reviews of statements and individual behaviour plans**

In special schools there are 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 the use of restrictive physical interventions by teachers and others authorised by the headteacher to control or restrain pupils. Staff are aware through their training that use of physical force must be reasonable. Training is in compliance with:

- DfE Circular 10/98, 'Section 550A of the Education Act 1996: the use of force to control or restrain pupils'
- DfES letter dated 24 April 2001 to Chief Education Officers in England, 'Positive handling strategies for pupils with severe behavioural difficulties'
- Joint DfES/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'
- DfES Reference LEA/0264/2003, 'Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties', September 2003
- BILD Code Of Practice for trainers in the use of physical interventions
- PROACT-SCIPr-UK curriculum
- Physical intervention to control or restrain pupils: guidance to schools B&NES Nov 2002
- RIDDOR Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations 1995
- Care Standards Act 2002. Residential Schools, National Minimum Standards
- LEA behaviour support plan

**School expectations**

The use of restrictive physical interventions should only be used by staff who have successfully completed appropriate training and always be considered within the wider

context of other measures and seen as a last resort. These include establishing and maintaining good relationships with children and using diversion, defusion and negotiation to respond to difficult situations. Staff use techniques that form part of the PROACT-SCIPr-UK programme. All interventions are passive, non-aversive, and use minimum force required, for minimum time necessary. Use of physical force that is unwarranted, excessive or punitive is not acceptable. Failure to comply with this principle, when considering or using physical force, is dealt with under school disciplinary procedures.

Whenever possible a senior member of staff should be summoned prior to a member of staff engaging in a restrictive physical intervention.

Situations in which restrictive physical interventions may be used falls into three main categories:

- where there is a risk of injury;
- where there is a developing risk of significant damage to property;
- where good order and discipline are compromised.

Examples of the first two categories include:

- crossing a road or proximity to any hazardous situation with a vulnerable pupil
- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- a pupil, who would be at risk out of the classroom or school, attempts to abscond.
- escorting a pupil to a place of safety when their self-control is poor (PROACT SCIP “one person escort”)

Examples of the third category include:

- a pupil deliberately obstructing a corridor
- a pupil is behaving in such a way that is seriously disrupting a lesson and moving the teaching group is not a suitable alternative.

In both cases above it would be wise to involve a member of the management team if possible.

There is no legal definition of reasonable force but three criteria are established for guidance:

- if the circumstances of the particular incident warrant it;
- the degree of force must be in proportion to the circumstances;
- the age, understanding and sex of the pupil.

Minimum force should be used and never as a punishment.

If staff are; unsure about, or disagree with the strategies within a behaviour or care plan, or the manner in which colleagues carry out the strategies, they should consult with a colleague, senior member of staff or child protection officer if appropriate.

## **Positive behaviour management**

All staff should adopt a positive approach to improving behaviour in order to reward effort and application, and to build self-esteem.

- Find out why this child behaves as he or she does
- Understand the factors that influence this child's behaviour
- Identify early warning signs that indicate foreseeable behaviours are developing.

This approach will help to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviours and make sure that the use of physical force is rare.

All behaviour management plans should be formally agreed and signed by staff and parents before implementing them in school. Copies of plans will be forwarded to respite care provisions. Plans should be formally recorded in accordance with school procedures and set out the action taken to:

- Meet the pupil's needs
- Encourage the pupil to make positive choices and develop self-control
- Support the pupil in difficult situations
- Safely manage crises if and when they occur
- Support the family to manage their child's behaviours

## **Risk assessment and planning for use of physical interventions**

Some children behave in ways that make it necessary to consider the use of physical intervention as part of a behaviour management plan. All identified behaviours necessitating use of physical intervention should be formally risk assessed. The resulting risk management strategy must be compatible with a positive behaviour management approach. Planned use of physical intervention must be clearly shown to be in keeping with the pupil's statement and his or her individual care plan. It should also be properly documented within school records.

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 pupils whose behaviour presents a clear risk of injury.

Techniques and methods for controlling and restraining pupils using physical interventions must be assessed to ensure they are safe, suitable and appropriate for use with the named pupil.

They should be agreed in partnership with the pupil (if appropriate), parents (or those with parental responsibility) and other statutory agencies working with the pupil. This is especially the case when children are looked after by the local authority, in respite care, or

cared for by others with legal responsibility in order to ensure that there is a consistent approach to the use of force in and out of school.

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 LEA. If necessary, adjudication might be offered by an independent officer nominated by the local Area Child Protection Committee.

### **Use of physical interventions in unforeseen and emergency situations**

It is acknowledged 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:

- Before using physical interventions – staff attempt to use diversion or diffusion to manage the situation
- When using physical interventions – staff must use techniques and methods with which they are competent, confident and permitted by the school i.e. SCIP.
- 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 to comply with the section “School Expectations”.
- Staff should always report and record use of physical force that occurs in unforeseen or emergency situations using school procedures.
- Pupils should be given opportunity to comment on instances of physical intervention using comment sheets. Completed sheets to be attached to record sheets.

### **Post-incident support**

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. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries should be reported and recorded in accordance with school procedures.

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

We wish to ensure that there is transparency around the physical actions of staff that can be interpreted as going against the will of the child.

The school intends to ensure that any foreseen physical intervention e.g. guiding a KS1 pupil back to his seat, preventing a child from self-harming, or one person escort for a child reluctant to return to lessons at the end of break is documented within a care plan. Incidents are recorded within the log sheet or reference is made to the expected average number of interventions per day. Logs and Plans are managed by the lead professionals and shared with parents.

After incidents in which physical intervention is used, (action by a member of staff that is against the will of the child) staff should report and record the matter in accordance with school procedures. The school ensures that parents and the local authority are informed about these incidents in accordance with agreed local procedures and time scales.

Unplanned physical intervention will be recorded in the Physical Intervention Log.

Unplanned physical intervention will trigger a risk assessment possibly followed by a Care Plan if future incidents are expected.

New entries in a behaviour log sheet will be copied and placed on the Headteacher's desk to enable active monitoring whilst a new entry in the Physical Intervention Log will be left open at the appropriate page on the Headteacher's desk.

Entries are copied by the office to the pupil's individual file kept in the school office.

Incidents resulting in injury will be recorded in the "Accident Book" kept in the school office.

Incidents may be recorded in pupils' link books

Incidents may be recorded on LEA pro forma for violent acts (see head)

None of these records are mutually exclusive: some incidents may be recorded in all places. All incidents should be recorded within 24 hours.

On completion of any plan or record regarding restrictive physical intervention, a copy must be placed on the headteacher's desk.

### **Monitoring use of physical interventions**

Use of physical intervention in school is monitored in accordance with National Minimum Child Care Standards in order to help staff learn from experience, promote the well being of children in their care, and provide a basis for appropriate support. Monitoring can help to determine what specialist help is needed for children and to assess the appropriateness of the child's placement at the school. Information on trends and emerging problems are shared within the school using local procedures. Monitoring information is reported on a regular basis to school governors.

### **Responding to complaints**

The use of restrictive physical intervention can lead to allegations of inappropriate or excessive use. In the event of a complaint being received 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.

### **Staff training**

All staff are trained in physical intervention methods that are acceptable within the school. This training is intended to help staff to link meeting children's needs with positive behaviour management. Staff involved in implementing planned use of physical intervention, as part of a behaviour management strategy within the school, are provided with training in the range of intervention techniques they are expected to use in their day-to-day work. On successful completion of training, staff are expected to attend annual updates.

## Appendices

- Unacceptable practices
- Use of quiet rooms at Fosse Way School
- PROACT-SCIPr-UK summary

### Unacceptable practices and guidance

- Any physical intervention that is purposefully aversive, inflicts pain or injury is unacceptable
- Any restrictive physical intervention must employ only the minimum amount of force needed to avert injury, damage to property or to prevent breakdown of discipline
- The scale and nature of any physical intervention is proportionate to the behaviour and the nature of the harm that might be caused
- Physical interventions associated with administering medication or food/drink to pupils must be advised by medical professionals with initial advice from school nurse.
- **Restrictive physical interventions such as forcing a pupil's mouth closed to encourage swallowing or to prevent re-gurgitation.**
- **The use of force to push food down the throat of a child.**
- Physical interventions must not be used that involve
  - clothing or belts to restrict movement,
  - holding a pupil who is lying on the floor to restrict movement
  - extending or flexing joints or putting pressure on joints
  - pressure on neck, chest, abdomen or groin area
  - forced feeding
- Seclusion, where a pupil is prevented from leaving a room or a building, may be deemed a 'restriction of liberty' under Children Act 1989. See "Use of quiet rooms" document.
- Avoid any physical intervention that could be mis-interpreted as sexual
- Wherever possible restrictive physical interventions should be used sensitively and with respect for cultural expectations and pupils attitudes towards physical contact
- Planning should include strategies for maintaining the dignity of the pupil and avoidance of situations where physical interventions are used "in public"
- Visitors to school may need explanations about what they have seen: staff responsible for visitors should provide information whilst respecting confidentiality



## PROACT-SCIPr-UK

A positive behaviour support curriculum accredited by BILD. Members of Saxon Hill School staff are trained instructors for this programme. All staff are trained in appropriate physical interventions.

<b>Organisation</b>	SCIP: PROACT-SCIPr-UK (The Loddon School)
<b>Tel:</b>	01256 883065/882394
<b>Fax:</b>	
<b>Email:</b>	<a href="mailto:enquiries@proactpscipr-uk.com">enquiries@proactpscipr-uk.com</a> <a href="mailto:j.bromley@proact-scipr-uk.com">j.bromley@proact-scipr-uk.com</a> <a href="mailto:m.cornick@proact-scipr-uk.com">m.cornick@proact-scipr-uk.com</a>
<b>Website:</b>	<a href="http://www.proact-scipr-uk.com">www.proact-scipr-uk.com</a>
<b>contact:</b>	Ms Janet Bromley (Master Trainer) Mrs Marion Cornick (Master Trainer)
<b>address</b>	PROACT-SCIPr-UK, The Loddon School, Wildmoor, Sherfield-on-Loddon, Hook, Hants, RG27 0JD
<b>PI System/model</b>	PROACT-SCIPr-UK. A whole approach to working with individuals who challenge
<b>geographical area covered</b>	UK
<b>who is training for?</b>	Children with Autism, Adults with Autism, Children with learning disabilities, Pupils with emotional and behaviour disturbance, Adults with Learning Disability Other: The training was initially designed for adults with autism and learning disabilities in New York, USA. It has been developed by PROACT-SCIPr-UK for use with other client groups but lends itself best for working with both children and adults with autism and severe challenging behaviour
<b>General Approach to Teaching Physical Interventions</b>	
PROACT-SCIPr-UK is a whole approach to working with individuals who present with severe challenging behaviour. The focus is on early intervention and establishing the function of behaviour in order to devise a suitable behaviour support programme to encourage consistency of management and to enable learning for the individual. Physical Intervention is very much a last resort and is only taught if required.	
<b>Relevant Training Topics</b>	
<ul style="list-style-type: none"> <li>• Positive Behaviour Supports</li> <li>• Awareness of the Problem</li> <li>• Understanding Behaviour</li> <li>• Proactive Interventions</li> <li>• Active Interventions</li> <li>• Reactive Interventions</li> <li>• Legal Issues</li> <li>• Organisational implementation</li> </ul>	