

POSITIVE BEHAVIOUR SUPPORT POLICY

INTRODUCTION

Effective behaviour management within any school should be based upon good personal and professional relationships. The principle enshrined in the Children Act (1989) doing what is reasonable in all circumstances to safeguard and promote the young person's welfare should also be taken fully into account.

Particularly, in a school that deals with pupils who require an Education Health and Care Plan under the provisions of the 2014 Children and Families Act then the maintenance of good discipline is of paramount importance to ensure the growth, welfare and development of pupils. In a school such as Rossendale, which caters for the needs of SEMH and ASD pupils on a daily and residential basis and admits both boys and girls, success in creating a pleasant and well-ordered environment is crucial. This depends upon a wide range of factors but is rooted in Rossendale School's overall ethos and philosophy that young people should be taught to respect others, to respect themselves and that they should also be afforded respect.

Rossendale has evolved from purely an SEBD school into one which deals with pupils on the Autism Spectrum but who also present with challenging behaviour. This fact is reflected in the School's registration with the DFE. These pupils also benefit and thrive emotionally in a pleasant, well ordered environment that reduces stress for these pupils and provides predictability and security.

The Children Act 1989 Guidance and Regulations document volume 5, clearly outlines factors which compliment the beliefs that are fundamental to Rossendale School's ethos.

They are as follows:

- a) the quality of relationships between pupils and staff;

there needs to be a mutual respect and understanding between pupils and staff;
- b) the quality of relationships and need for mutual respect between pupils;

where older pupils have a degree of contact with others, it must be clear that there is no exploitation of one pupil by another;
- c) having sufficient staff on duty during evenings, weekends and other "out of class" times to permit the necessary contact between pupils and staff to allow good relations to develop;

- d) the nature and quality of the environment and the nature of the space available to pupils;
- e) the levels of responsibility and participation in decision making offered to pupils in respect of their living space, activities and everyday organisation;
- f) the organisation of the pupil's day and the extent to which there is a proper balance between controlled and free time available to pupils;
- g) the nature of the population of pupils themselves, for example:
 - i) whether it is single-sex or mixed school
 - ii) the ethnic and cultural mix of the school
 - iii) the age range and balance between age groups
 - iv) the presence of pupils with specific difficulties

From the above list it is clear that working practice at Rossendale School already takes these factors into consideration. Indeed, the whole purpose behind the creation of the school was to provide a safe, secure, and stable environment where young people could develop and grow into responsible and able young adults. In order to achieve this it is essential that good order permeates throughout the school, based upon a positive ethos and the quality of the relationships that exist between staff and pupils.

The underlying principle behind Rossendale School is that all young people have an entitlement to a positive education experience, which allows them to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being.

In order to achieve this Rossendale School adopts a positive, systematic, consistent and holistic approach to the management of all behaviour in the school, which takes into account the individual needs of every young person.

Philosophy and Ethos

Young people need to know the boundaries of acceptable behaviour. Communicating and maintaining these boundaries are integral parts of teaching and caring. **It should be remembered that a good teacher always cares and a good carer always teaches.** One of the principle purposes of behaviour management is fundamental to the entire ethos of Rossendale School is that it should enable individual young people to begin to internalise control so that the need for external control is diminished and that in time they learn to develop self-control. If at the same time staff actively work at engendering feelings of self-worth and self-respect in our youngsters, then they will be motivated towards improved behaviour and enabled to live in harmony within a wider society, without the need for overt and externally imposed controls.

It is important to recognise the positive effects of praise and encouragement and the power of positive reinforcement to establish internal controls and maintain boundaries. The identification and creation of opportunities for young people to experience success and to receive praise and encouragement for their achievements, however small, is of crucial importance in forming a positive and trusting relationship. As a result at the end of each school day positive assemblies are held to reinforce positive behaviours and raise self-esteem.

Young people also need to know their limitations and a legitimate part of the process of establishing a positive and trusting relationship is the imposition of boundaries. "No" is a word that should feature in a caring relationship, particularly where a young person refuses to acknowledge that they have been, or are, behaving unacceptably. They need to know that you care enough and are resolute enough to impose control and ensure their behaviour becomes acceptable. The necessity to impose a sanction should be demonstrated by the recorded failure of other means of enabling young people to take proper responsibility for controlling their own behaviour.

The Behaviour Support Plan Policy aims to:

- **Short Term:** provide guidance for all staff to ensure that positive behaviour in the school is promoted and that poor behaviour is managed consistently, in line with legislation and guidance and is specific to meeting the pupil's individual needs enabling themselves and others to 'Stay Safe' and 'Enjoy and Achieve'.
- **Long Term:** to allow all pupils to be able to develop socially acceptable behaviours, which will enable them to grow, learn and make a 'Positive Contribution' within wider society and 'Achieve Economic Well Being'.

Positive Handling

Rossendale School is committed to the 'Team Teach' approach to Behaviour Management.

Team Teach is committed to the term 'Positive Handling' which refers to a broad spectrum of risk reduction strategies. Positive Handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, diffusion and de-escalation. Restraint is only used as a last resort. It only occurs when de-escalation techniques have failed to work.

HOLISTIC APPROACH TO BEHAVIOUR MANAGEMENT

Expectations

Rossendale School has a school routine, (see school routine, residential routines document), which all staff and pupils are aware of and which is reiterated and reviewed on a regular and frequent basis to ensure consistency and continuity.

Although pupils will constantly test boundaries, sticking firmly to rules and routines provides the fundamental security that pupils need, particularly pupils on the Autism Spectrum.

- Expectations of Staff are outlined in the 'Expectations of Staff Document' which all members of staff are required to read on an annual basis and this is monitored through the staff annual appraisal system. These expectations are also regularly reiterated in staff meetings, training and Professional Development Sessions.
- Expectations of Pupils are outlined in the 'Home School Agreement'. The school rules are clearly defined when young people start the school. These have been developed by the pupils into a Code of Conduct (see Appendix 1) which is displayed in classroom and communal areas to remind pupils.

- Expectations of Parents are outlined in the 'Home School Agreement' and are openly and clearly discussed at the admission meeting prior to the pupil starting school. These are then continually discussed via regular communication between home and school.

Rights and Responsibilities

Rossendale School has a belief system that everybody including staff, pupils, parents and other professionals, have rights and responsibilities regarding their own and others well-being.

Rossendale School believes everyone has the right to:

- Be healthy;
- Feel safe from physical, psychological or verbal threat or attack;
- Be able to work and learn, enjoy and achieve, make a positive contribution, without other's making it difficult;
- Be treated with fairness and respect at all times;
- Have their concerns listened to;

Rossendale School believes everyone has the responsibility to:

- To look after their health and well being;
- To help others when we can and it is appropriate;
- To ensure that they do not harm others;
- To ensure that their actions do not have a negative affect on others;
- To treat others with fairness and respect at all times;
- To voice their concerns or complaints in the appropriate way.

Relationships

Rossendale School was founded upon the key principle of creating good interpersonal relationships between staff and pupils, parents and other professionals. It is essential that an atmosphere of mutual trust and respect is created.

Relationships with Pupils

Positive relationships between staff and pupils are imperative. It is vital that sufficient curriculum and non-curriculum time is set aside for the development of positive relationships between staff and pupils.

Saying that, it is essential that professional boundaries be maintained as outlined in the 'Expectation of Staff' document and within Safeguarding Guidelines.

Relationships with Parents

The relationship between parents/carers is an essential one and it is vital that we work together in 'partnership' in order to achieve the best possible outcomes and success for each individual pupil.

Parents are regarded as equal partners in educating their young person and have an important role to play in ensuring that behavioural standards meet the schools high expectations. Such 'partnership working' is achieved by regular, open and transparent communication with parents. Staff feedback both positive and problematic behaviours to parents and carers on an average of a weekly basis

Relationships with other Professionals

School is the primary environment where behavioural and other issues will present themselves, however school may not be able to resolve all issues a young person is facing. This requires a multi-agency approach and partnership working with other professionals and services to ensure a young person's problems are dealt with holistically. Good partnerships and inter-professional relationships are maintained by Rossendale School and a number of professionals, including:

- Children's Service Departments;
- Youth Offending Teams;
- Young person Adolescent Mental Health Services;
- Clinical Psychologists;
- Occupational Therapists;
- Psychiatrists;
- Educational Psychologists;
- Parent Partnership Officers;
- Police;
- Young People Services;
- Speech and Language Therapists;
- Local Schools;
- Local Businesses;
- Third Sector Organisations.

Common Assessment Framework

Rossendale School is committed to the Common Assessment Framework (CAF), a nationally standardised approach to conducting an assessment of the needs of a young person and deciding how those needs can be best met. The Common Assessment Framework promotes more effective, earlier identification of young people's additional needs and improved multi agency working.

Rossendale is committed to working with other professionals to obtain a holistic assessment of a young person's needs and how they fit into their family and community.

Where appropriate Rossendale School takes on the role as 'Lead Professional' to facilitate professionals 'working together', sharing information, protecting young people from harm and helping them achieve what they want in life by co-ordinating the Common Assessment Framework approach.

Police Involvement

Rossendale School is part of the 'Safer Schools Partnership' whereby local Police Officers are linked with the school to create a more pro-active approach to:

- reduce truancy and exclusions;
- reduce victimisation, criminality and anti-social behaviour within the school and its community;
- identify and work with young people at risk of becoming victims or offenders;
- ensure the full time education of young offenders;
- support school staff in dealing with incidents of crime, victimisation or anti-social behaviour;
- support vulnerable young people through periods of transition;
- promote the full participation of all young people in the life of the school and wider community;
- Support young people by making them aware of the dangers of Child Sexual Exploitation and aware of the School's responsibility to them through the "Prevent" strategy.

Also see also Police Involvement Procedure

Arrangements for searching young people and their possessions

It is important that a young person's privacy is respected, but there are times when it may be necessary to search a young person's possessions. Staff need to be aware that there have to be very clear grounds to search a young person's room or possessions. These being the following:

- The young person has something that may cause him/her harm
- The young person may have something that may cause other people harm
- The young person has something which is illegal

Staff need to ensure that one of these criteria is met and must speak to a Senior member of staff prior to a search. Before a search is undertaken staff need to speak to the young person and explain why a search is being undertaken. Good practice is for the young person to be present during the search.

Rossendale School's ethos is built on building positive relationships with young people and it is hoped through discussion the young person will give items to staff without them getting to a situation where a search is necessary.

PROMOTING POSITIVE BEHAVIOUR

The Teaching and Learning Task

Fundamentally Rossendale is a school and our principle objectives are to teach and ensure that young people learn, not only academically but also personally, socially and emotionally. The entire staff team are involved in this process.

The essential elements of good practice are well-planned and interesting lessons, which are relevant, meaningful and appropriate to the young person.

Establishing and maintaining simple classroom routines are powerful ways of helping pupils manage their behaviour, as the expectations of them are then easily understood and predictable. Our own practice and research supports the view that routines give them a sense of security and creates an appropriate climate for learning.

The classroom should provide a conducive work environment, which is kept tidy at all times, with appropriate displays and with sufficient space and equipment for the teaching and learning task to be carried out to its full potential.

In good schools effective staff minimise the opportunities for disruption arising. Where pro-active strategies are routinely employed to prevent problematic behaviours the need for reactive strategies is reduced significantly.

Where appropriate behaviour is encouraged and problematic behaviour is discouraged a positive learning culture and environment is created.

Rossendale School encourages appropriate behaviour by:

- creating and maintaining a secure, learning environment where pupils can learn free from physical or emotional threat;
- setting and maintaining clear limits and imposing appropriate consequences where necessary;
- encouraging pupils to trust staff through treating pupils fairly and with respect at all times;
- having high expectations of pupils and providing positive feedback about pupils' efforts and achievements;
- setting work which is relevant and appropriate to pupils' abilities, thus engaging them in the learning task and reducing the need to go off task and disrupt;
- making it clear to pupils the way they are expected to behave and not to behave;
- when incidents do happen, encouraging pupils to act honestly and make it clear that they can make amends through appropriate individual discussions with staff as necessary;
- encouraging pupils to discuss their concerns, either individually with staff or as part of a group;

- by protecting pupils' legal rights eg under the Children Act;
- ensuring equal opportunities are actively maintained;
- informing parents about their child's progress;
- praising appropriate behaviour in end of School assemblies and the weekly full School assembly;

Combating Bullying

The school has a Anti-bullying Policy which was drawn up by pupils and staff through PSHE lessons, Pupil Council, staff meetings and consultation meeting. Anti-Bullying protocols are at the centre of daily life at Rossendale through assemblies, form periods and day to day pupil management. Our policy is reviewed each year following Anti-Bullying week in November.

Avoiding Potential Difficulties

If staff have cause for concern for the safety of other pupils in the school by suspecting that a pupil may have a dangerous object, drugs, alcohol or items which could put the health and safety of others at risk they may be required to search pupils. Staff must follow the relevant legal requirements which are:

- there must be two members of staff present at all times during the search
- all searches must be carried out by a staff member who is the same sex as the young person
- the witness to the search must also be the same sex as the young person where possible
- the young person must not be asked to remove clothes, other than items of outer clothing like their coat or jacket

Meeting Individual Needs

Every young person at Rossendale School has an Individual Plan. This takes into account the pupils age, medical diagnosis, syndrome, medication, communication ability, cognitive ability, level of understanding and any issues relating to their race or ethnicity.

Most information is obtained prior to the young person starting school through the school admission procedure and initial information about each young person is distributed to staff prior to the young person starting school.

Where it is apparent that individual pupils are struggling with the generic timetable for their year group, the Deputy Head Teacher, in consultation with other staff, creates individual timetables, which recognise the range of the individuals interests and ability and a flexible approach to meeting their individual needs.

Behaviour Support Plans

Every young person at Rossendale School has a Behaviour Support Plan (also known as a Positive Behaviour Support Plan). This takes into account the pupils age, medical diagnosis, syndrome, medication, communication ability, level of understanding and any issues relating to their race or ethnicity.

It is each staff member's responsibility to be aware of the Behaviour Support Plan for any young person they are likely to have contact with.

It highlights historic and current antecedents for problematic behaviour displayed by the individual.

It outlines all the effective de-escalation techniques for each individual and the most effective approach to managing the young person's behaviour when they become distressed. Where necessary it highlights the most appropriate Team Teach Techniques to be used should positive handling be necessary.

The individual's behaviour management plan is completed by the pupil's keyworker in consultation with their form tutor and special support assistant and is reviewed at least annually at the review of the young person's or at the review of their EHC Plan. When necessary the Plan can be reviewed outside of the statutory review process. The Individual Behaviour Management Plan is a fluid and dynamic document which can be evolved and adapted as a pupil's behaviour changes.

All school staff can contribute to each young person's plan by communicating with the young person's key worker. The pupils themselves and their parents/carers and other professionals are encouraged to contribute also. Any changes or amendments are communicated to staff through weekly staff meetings and have to be authorised by senior staff and agreed by parents/carers/Local Authority.

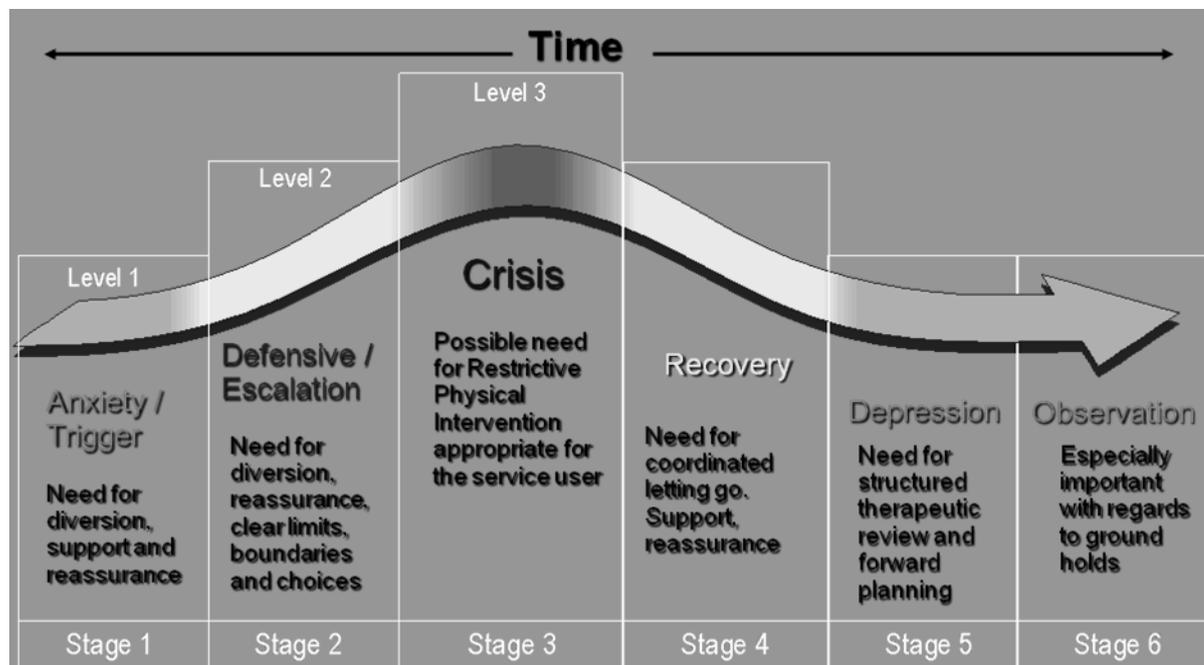
Each pupil should be aware of their behaviour support plan, and have discussed it with their keyworker. Plans are designed to suit the age and ability of each young person.

Each Behaviour Support Plan is signed by the young person, the school, parent/carer and the Local Authority.

DEALING WITH PROBLEMATIC BEHAVIOUR

An integral part of the role and function of staff at Rossendale School is to effectively manage the difficult and, at times, volatile behaviour exhibited by the pupils.

6 Stages of a Crisis



De-Escalation

De-escalation techniques should always be used as a first step in dealing with difficult behaviour.

De-escalation, diversion and diffusion techniques constitute 95% of positive handling strategies.

Such as:

- Use of space
- Communication
- Ensuring safe and comfortable environments
- Diversions
- Calm stance and posture
- Non threatening facial expressions
- Low tone, volume and pace in communication
- Careful use of words
- Physical reassurance and prompts
- Effective Guides and Escorts
- Releases and holds with minimum drama and effort

Requesting Help

Asking for help is a professional strength and not a weakness. If inappropriate behaviour persists, staff should follow the procedure listed below whilst continuing to attempt to de-escalate the situation throughout.

1. Send a sensible pupil to ask for the assistance of staff from a nearby classroom or office.
2. Contact the work room so that colleagues can assist. This can be done by either using an internal telephone or sending a sensible pupil to the main office. If no-one is available try the staff room, main office or senior staff in that order.
3. The member of staff should respond immediately and go to talk to the staff member having difficulties to determine exactly what the problems are.
4. At this stage it is necessary to judge the number of people needed to deal with the situation. The member of staff having difficulties should lead and determine how the situation should be addressed. (If a teaching situation, it is important that the needs of the majority of the class group are considered and that they remain settled and where appropriate, continue with the lesson). The 'Team Teach' 'Help Protocol' should be used to enable staff to support each other effectively and allow staff to be released from the situation when necessary or appropriate.
5. If a young person has removed him/herself from class and is around the grounds or has attempted to abscond the office must be informed immediately. It is important that the office is kept up to date with events so that they are the central point for information for other staff.
6. Staff should be aware that their response to incidents will be seen by other young people and should consequently be calm and controlled so that the rest of the school population remain secure in the fact that the staff are quite competent in dealing with any situation.
7. If the office has been contacted regarding an incident they should be contacted again when it is resolved.

The Use of Physical Intervention

As has been made clear throughout this document an array of strategies should be attempted before physical intervention is used. These methods of care and control which fall short of physical intervention but maybe described as physical contact can be employed in any situation where a young person's behaviour provokes staff involvement. Even in such a situation staff should remember that dialogue is an essential first response. Before using force staff should, wherever practicable, tell the pupil to stop misbehaving and communicate in a calm and measured manner throughout the incident. However, staff should feel able to reinforce dialogue with actions provided that their use is persuasive rather than coercive. In such circumstances staff should not give the impression of acting out of anger or frustration, or to punish a pupil, and should make it clear that physical contact or physical intervention will stop as soon as it ceases to be necessary. This idea is developed further in the next paragraphs which identify the four types of intervention that can be used in this manner,

A definition of the terminology used in control situations is required and therefore provided here in order that all staff have a clear understanding of the different situations that they may become involved in. These areas are as follows:

a) Physical Presence

This refers to actions which reinforce a member of staff's authority or concern. It is an aspect of the staff member's role as a supervisor of young people. At its simplest level, a staff member's presence in the room with young people should be a deterrent to misbehaviour. A look or a gesture, dependent upon the quality of relationship between the member of staff and young person, may send out signals to young people which help to keep behaviour within acceptable limits.

Other acceptable measures can include standing in the way of a young person who is ignoring instructions or losing control and may be reinforced further, for example, by placing a hand on the young person's arm. The effect of this may be to restrict a young person's movement without the use of positive handling. Once again clearly such a situation will only be effective if the relationship between the young person and a particular member of staff is a respectful one. The following principles apply to the use of an adult's physical presence:

- i) it must be likely to be effective by virtue of the overall authority carried by the staff member and not simply his/her physical presence;
- ii) it must be used in the context of trying to engage the young person in discussion about the significance and implications of their behaviour;
- iii) It should not be persisted with if the young person physically resists. In this case a decision will need to be made about whether another form of intervention is justified.

b) Physical Contact

In the context of a school setting there are a variety of situations where physical contact can legitimately occur but fall short of what we understand as physical intervention. Within Rossendale School we have defined these under the following four headings:

1) Holding

Holding, in this context, is the use of physical contact to direct or calm young people that falls short of positive handling and the restriction of liberty.

Younger or more immature young people (particularly those with disturbed, chaotic or inconsistent behaviour) will, from time to time, need physical direction. They may, for instance, be placed in seats they do not wish to occupy or led to a room where they do not wish to be. They may need to be diverted from disruptive or destructive behaviour by being led away by the hand, arm or by means of an arm around the shoulder. Young people having an argument or a fight, which in itself is not likely to cause serious harm, but is nonetheless disruptive and detrimental to the wellbeing of other young people, may be successfully separated by being held firmly and guided away.

This type of intervention is distinguished from restraint by the degree of force applied. positive handling uses a degree of force necessary to prevent a young person harming himself or others or property. Holding would discourage but in itself, not prevent such actions. It will work because it also conveys directly the intentions and expectations of the adult.

“Holding” is also a term used to name an accepted and understood technique in which young people subject to extreme temper tantrums are quietly restrained by an adult, without hurt, until the young person regains composure. It conveys a sense of safety as such young people can often be frightened by their own lack of control; it reinforces that the adult is in control; it does not escalate the situation; it extinguishes the results of the behaviour without conveying personally negative messages to the young person.

This is only likely to be successful if staff have a sufficiently well developed relationship with the young person and they are sufficiently firm and decisive and should not change to pushing/pulling. The Social Services Inspectorate, when they had responsibility for the School, were clear that this was a permissible and legitimate action and did not constitute physical intervention.

2) Touching

For the purposes of this document, touching is defined as everyday acts of communication by physical means to indicate approval, affection or sympathy.

Staff should be mindful of the physical context of their actions. They are protected from unfounded accusations of inappropriate physical contact with young people if witnesses are present. Touching of this type should never take place in conditions which are both private and in areas to which there is no open access (i.e. behind closed doors or in remote situations).

Whilst it is not intended that this guidance should deter normal physical contact between care-providing adults and young people, staff should be mindful of the high proportion of pupils here who have experienced sexual or physical abuse. They must ensure that any physical contact is not misinterpreted.

3) Treating

Emergency treatment may be required at any time and staff should never feel constrained from acting immediately to prevent harm even when this involves intimate body contact.

Any procedures used:

- Should have medical point and/or hygienic point.
- Should not involve more contact than is necessary.
- Should be undertaken by persons of the same sex as the pupil when such a person is available and when their first-aid skills are no less than those of an available person of the opposite sex.

4) Teaching

Generally teaching can occur without the need to touch pupils. However, there are legitimate reasons for a member of staff to touch a young person as a part of the teaching process.

Even so staff should be aware that touching of any sort can be distressing for certain pupils who have been subject to physical or sexual abuse or have sensory issues. Caution should be exercised in these cases, although even with such young people, there should never be any inhibition when the immediate safety of the young person is concerned, e.g. saving from a fall in PE, pulling away from hazardous machinery in DT, retrieving from deep water in swimming.

Staff will themselves identify many activities in which it is helpful or even essential to touch young people. For example:

- Modelling pencil grips/scissor grip
- Ensuring technology tools are held correctly
- Supporting in PE and swimming
- Teaching pupils how to use equipment in science

Touch in these circumstances must have:

- Justifiable point
- Must cease immediately if the young person appears distressed or voices concern
- Must avoid breasts or genital areas
- Must not last longer than is necessary to fulfil its point

When engaged in any of the above four activities staff should ensure that they:

- Be familiar with school requirements for professional conduct.
- Have read and understood the school's young person protection policy.
- Respond appropriately when concerned about a young person's behaviour, welfare or wellbeing.
- Understand the importance of confidentiality in young person protection matters.
- Record any information which has a bearing upon the young person's welfare or protection.
- The member of staff involved should have an established relationship with the young person and should explain to the young person what they are doing and why.
- Holding and touching should not arouse sexual expectations or feelings and should cease if the young person gives any indication of this. This is particularly the case when a member of staff is holding a pupil of a different gender to his or herself.
- Staff should be careful where they hold young people. For instance, staff should be careful not to hold a young person or young person in a way that involves any contact with breasts or genitals.
- If on any occasion the young person forcibly resists or demonstrably objects, then "holding" should no longer be used. Consideration should be given to other means of intervention in consultation with other staff, if circumstances permit.

Seclusion, Withdrawal & Time Out

It may be necessary for the pupil to spend some time away from any stimulus or triggers in order to facilitate them calming down.

Again a definition of the terminology used in such situations is required and therefore provided here in order that all staff have a clear understanding of the different situations that they may become involved in. These areas are as follows:

Seclusion

This is where a young person is forced to spend time alone against their will. This requires statutory powers and must **not** be used other than in an absolute emergency.

Time out

Restricting positive reinforcement as part of a planned behavioural programme this requires written agreed plan and generally would be agreed through the Statutory Review process.

Withdrawal

Removed from the situation but observed and supported until they are ready to resume.

Restrictive Physical Intervention

Physical Intervention, should be avoided unless it is reasonable and absolutely necessary i.e. when all other alternatives have failed or are entirely unsuitable.

The importance of using other colleagues for support in these situations cannot be over emphasised. Whenever possible before attempting any physical intervention staff should try to ensure that a colleague is there in support.

Legal Update on the use of Restrictive Physical Intervention

The Education and Inspections Act 2006 Section 93 has introduced new provisions on behaviour and discipline.

- “Use of Reasonable Form: Advice for Headteachers, Staff and Governing Bodies”, is the non-statutory guidance for schools in England which now replaces guidance under Section 550A of the Education Act 1996, superseded by Section 93 of the Education and Inspection Act 2006. This was provided to schools in 2013.

Specialist guidance developed in support of 550A, now superseded by Section 93 of the Education and Inspection Act 2006, remains in force, and is referred to in the new guidance these include

- ‘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 (2002)
- ‘Guidance on the use of Restrictive Physical interventions for Pupils with Severe Behaviour Difficulties, DfES/DoH (2003).

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any of the following:

- a. Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- b. Causing personal injury to, or damage to the property of, any person (including the pupil himself/herself) or
- c. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Department of Health Guidelines lay down the following principles relating to the use of physical restraint.

They are as follows:

- a) The young person should be in immediate danger of harming himself or others, or in danger of seriously damaging property.

- b) The staff member should have good grounds for believing this, and the young person should be warned orally that physical intervention will be used unless he/she desists.
- c) Only the minimum force necessary to prevent injury or damage should be applied.
- d) Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants and witnesses.
- e) Once safe, the intervention should be relaxed to allow the young person to regain self-control.
- f) Physical intervention should be an act of care and control, not punishment.
- g) Physical intervention should not normally be used purely to force compliance with staff instructions when there is no immediate danger present to people or property.
- h) The circumstances and justification for physical intervention must be recorded on the School's Form 1 immediately and once noted by Senior Staff an account written into the Physical Intervention Book.
- i) The member of staff's Line Manager should take an early opportunity to discuss the incident with him/her; or to respond to any request for supportive discussion from that member of staff.
- j) The young person should be counselled on why physical intervention was necessary.

In DFE (2013) guidance 'Use of Reasonable Force' the advice states that schools can use reasonable force to:

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

At Rossendale School these interventions can only be used by trained staff and would constitute a physical intervention necessitating careful recording and contact with parents or carers.

Where there is a high and immediate risk of death or serious injury any member of staff would be justified in taking the necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result).

When physical intervention is necessary it is important to remember the following:

- a) Avoid taking such measures in temper, if possible call someone else,
- b) Whenever possible call someone for assistance,
- c) Other pupils who may form an "audience" should be taken or kept away from the incident wherever possible,
- d) The young person should repeatedly be offered the opportunity to exercise self-control.
- e) Similarly, a young person may have to be removed from a situation for their own or others safety.
 - i. Where this applies a young person should be returned to the group at the earliest opportunity following his/her removal, providing the situation has been resolved. Staff should ensure that the matter is discussed with the young person directly involved as soon as is practicable after the incident.
- f) In controlling disruptive behaviour staff should always warn the young person before using physical restraint.
- g) No more force should be used than is necessary to achieve the desired objective.
- h) Although it is accepted that situations will arise where physical intervention is necessary, this does not affect the policy that corporal punishment is totally unacceptable. Young people should never be struck in retaliation.

Types of Incidents

The incidents described in DFE (2013) Guidance 'Use of Reasonable Force' fall into three broad categories:

- a) where action is necessary in self-defence or because there is a imminent risk of injury;
- b) where there is a developing risk of injury, or significant damage to property; and,
- c) where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within one of the first two categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is engaged in, or is in on the verge of committing, deliberate damage or vandalism to property;

- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- 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 absconds from a class or tries to leave school other than at an authorised time. (**NB** this will only apply if a pupil could be at risk if not kept in the classroom or at school, or there was a risk to other pupil or staff or damage to property or leads to behaviour that prejudices good order and discipline, also taking into account age and understanding of the young person).

Examples of situations that fall into the third category are:

- a pupil persistently refuses to obey an instruction to leave a classroom;
- a pupil is behaving in a way that is seriously disrupting a lesson.
- A pupil is behaving in a way that seriously disrupts a school sporting event or school visit.

Reasonable Force

Documents discussing physical intervention frequently refer to the term “reasonable force”. However, there is no legal definition of “reasonable force”. Thus it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case. However, DFE (2013) guidance ‘Use of Reasonable Force’ defines “reasonable force” as follows:

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

When determining whether force is reasonable or not there are two relevant considerations:

- i) The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore, physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force;
- ii) The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Although at Rossendale School the staff implementing Team Teach techniques seek to avoid injury to the young person, it is possible that bruising or scratches may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of attempts to keep people safe

When the use of physical intervention is necessary to reduce the risk of harm to the young person and/or others, it is not entirely a 'risk free' exercise to either the staff or the young person involved.

Training

All members of staff are entitled to and are trained in Team Teach which emphasises that **95% of behaviour management is the employment of de-escalation techniques.**

Team Teach provides a gradual and graded approach using Team Teach Techniques for when positive handling is necessary.

The school has an Advanced Team Teach Tutor (Mr John Walsh). The staff team have access on a daily basis to seek advice.

A comprehensive training programme for all staff is delivered by the Advanced and Intermediate Team Teach Tutors. This training programme is co-ordinated, monitored and evaluated by John Walsh. The outcomes of this are reported to the Senior Management team who then identify training needs of the staff team.

Team Teach Training is also logged on the Priory Academy System which electronically monitors the training needs of staff and is overseen by the school's site learning administrator, Jacqueline Butler.

All training is refreshed formally every 12-24 months as recommended and required by Team Teach, however informal workshops are delivered on a termly basis to staff.

Individual Training needs of staff are highlighted and addressed through Professional Development sessions with their line managers.

Alongside this specific training all staff receive regular training on a variety of topics such as Asperger's, ASD, Speech and Language, Communication and many other areas which facilitate staff actions and inform them of the best way to meet individual needs and best manage specific behaviour.

Authorised Staff

The staff to which this power applies is defined in Section 93 of the Education and Inspections Act 2006 are:

- a. Any teacher who works at the school, and
- b. Any other persons whom the head has authorised to have control or charge of pupils.

At Rossendale School the Headteacher authorises all staff employed directly by the school to intervene physically once trained and maintains an up to date list of authorised staff. This authorisation is given in the firm belief that all staff within the school will from time to time be called upon to have control or charge of pupils. It would be invidious for some staff to be able to abdicate this responsibility and for others to feel duty bound to carry it out. Clearly in a school such as Rossendale all staff have a duty of care, therefore all need to be able to discharge this responsibility appropriately.

Authorisation is not given to those persons not employed directly by the school e.g. volunteers, parents, taxi escorts etc. However, it is given to those drivers and taxi escorts employed by the school.

All staff at Rossendale School are aware of their responsibility in this area and are clear in what circumstances and settings they may use force. All staff have had extensive verbal and written guidelines regarding the use of force and training has been made available for all staff. No member of staff will be expected to undertake the use of reasonable force without appropriate training. In addition it is made clear at staff induction that such training will be provided as part of ongoing staff development.

ACTION POST INCIDENT OF PROBLEMATIC BEHAVIOUR

Consequences

Where problematic behaviour has occurred it is important that the young person receives consequences for their actions. These could include:

- one-to-one admonishment;
- removal from the group (in class);
- withdrawal from a particular lesson or peer group;
- withdrawal of access to the school IT system (if the pupil misuses it by, for example, accessing an inappropriate website);
- withholding participation in a school trip or sports event that is not an essential part of the curriculum;
- carrying out a useful task in the school;
- loss of time at break and lunchtime; extra work or catch up work;
- 3.30pm reflection (this requires approval from a Senior member of staff);

- a fixed period exclusion (only authorised by the Headteacher);
- permanent exclusion (only authorised by the Headteacher).

De-brief, Reflection, Relationship Repair

It is important that the sanction/consequence is not delivered in isolation.

It is important that staff dealing with a young person with difficulties take time to talk through the problem. This might be more appropriate later in the day or the next day as time often needs to elapse so that this can be done in a calm and constructive manner rather than both parties feeling hurt or aggrieved.

1. It is important that the “relationship” is rebuilt between staff member and pupil, without which future dealings will be difficult and tainted. The backgrounds and experiences of our pupils are such that they are not always taught how to apologise nor accept consequences to behaviour without being defensive or aggrieved. An important part of our role is to teach young people that there are consequences to inappropriate behaviour, yet once they have “made-up” and fulfilled the consequences to the satisfaction of staff they can then make a “fresh start”, without fear of prejudice. An effective system of dealing with difficult behaviour should be one that is seen to be fair by both staff and pupils alike.
2. Staff who have dealt with a problematic situation always have the opportunity to request a de-brief form either a member of the senior management team or Team Teach Instructor, in order to find a better way of how a situation may have been dealt with.

REWARDS AND SANCTIONS

Rosendale School recognises that an effective balance of appropriate rewards and sanctions, which are applied consistently, is essential to the development of a positive behaviour culture and effective learning environment.

Both Rewards and Sanctions should be proportionate, relevant, prompt, meaningful, realistic and practical and must always be appropriate to the young person’s needs and understanding.

Recognising, Rewarding and Celebrating Success

It has long been established that rewards are more effective than punishments in motivating pupils.

One of the most effective rewards used at Rosendale School is the frequent use of praise and encouragement, both in lessons, around the school and in residence.

As Rosendale School is based upon the fundamental principle of good relationships between staff and pupils, verbal recognition is more meaningful for a young person or young person when they have respect for that person and they seek their approval and reassurance.

Home school communication with parents and carers also focuses on positive aspects of behaviour as well as any problematic behaviour.

At the end of each day there is a celebration assembly where every member of staff feedback their 'highlights' of the day.

At the end of each week there is a full school assembly where every member of staff feedbacks their 'highlight' of the week and certificates are presented from both the school and also external organisations who have recognised individuals' success.

At the end of each school year there is the annual 'Presentation Day' to which all parents and involved professionals are invited and each individual pupils' success is recognised and rewarded.

Sanctions

The Education and Inspections Act 2006 confirms and clarifies the right of the school to impose disciplinary sanctions on a pupil when their conduct falls below a standard which could be reasonably expected of them.

The following section sets out various limits concerning the use of sanctions in accordance with Section 53 of the Children Act 1989 and Regulation 8 of the Children's Homes Regulations 1991.

Approved Sanctions

When sanctions are needed, the following have been approved.

- a) The restriction or withdrawal of privileges for short periods e.g. outings, leisure activities, watching TV, etc.

It must be stressed that some things are clearly not regarded as privileges e.g. home leave, food or basic clothing. These should be regarded as rights within any individual treatment plan.

- b) The limited restriction of liberty e.g. being sent to his or her room in the case of a resident, but not being locked in.

In such circumstances a young person or young person should not be left without something positive to do and staff must check on that young person frequently.

Day pupils can be retained after school provided contact has been made with parents.

- c) Pupils may be asked to undertake extra meaningful tasks. These tasks should be readily seen as relevant to the pupil in terms of that young person's unacceptable behaviour.

- d) In the case of resident pupils, damage caused by unruly or deliberately destructive behaviour can be made good by a reduction in pocket money to defray the cost of repairs. This could also apply to misappropriation of monies or goods belonging to others. Any reparation may be in full or in part, but pupils should never have more than half of their pocket money stopped in any one week.

If reparation is to be used as a sanction on a day pupil, then parental support would obviously have to be sought in the first instance.

- e) Confiscation, either temporarily or in extreme circumstances permanently, of any article, material or substance belonging to a pupil if that article, material or substance is considered to be a serious nuisance to others, or to be dangerous or injurious to others, or to his/her self.
- f) The physical restraint of a pupil (See Section relating to Physical Intervention later and also "Legal Update" Section).

Restraint should be used rarely and only to prevent a pupil from harming themselves or others or causing substantial damage to property (See Section relating to Physical Intervention later for further guidance).

Unacceptable Sanctions

Totally inflexible systems of rewards or sanctions are unacceptable. Decisions about the use of sanctions should be based upon the needs of the individual pupil, not upon a pre-determined regime.

It is unacceptable to use sanctions without open and thoughtful exchange of views and reasons between staff.

At a level that takes account of their ability and understanding pupils should be involved in this discussion.

The use of sanctions should never mean the physical or emotional rejection of a pupil - remember it is their behaviour which is unacceptable, not them.

No young person must be allowed to administer sanctions to any other young person, and the negative control that some young people have within their peer group should not be exploited to maintain order by adults.

The following sanctions are totally unacceptable:

a) Corporal Punishment

Is totally unacceptable and illegal. This includes striking, cuffing, shaking or any form of violent act or retaliation.

b) Deprivation of food or drink

Eating and drinking are essential components of nourishment and are fundamental to a young person's health, physical and emotional development. Consequently they should never be withdrawn as part of any sanction.

c) Restriction or refusal of visits or communication

This applies to all pupils but is obviously more pertinent to residential pupils. The maintenance of contact between young people and their families is important and no restrictions should be placed on this contact as a means of punishment or measure of control.

However, there may be circumstances where young person need to be protected, resulting in some restrictions on certain individuals approaching them. Where this is the case it should be as a result of planned decisions and should be recorded in the pupil's personal file.

This is not a decision that can be taken arbitrarily by any member of staff but must be a formal review or care planning decision.

d) Wearing of distinctive or inappropriate clothing

Pupils should not be asked to wear clothes identified by them to represent punishment or those which are inappropriate to the time of day or activity being undertaken e.g. wearing pyjamas at daytime

e) Deprivation of liberty

The use of accommodation for the deprivation of liberty is totally prohibited except in premises approved by the Secretary of State for use as secure accommodation where this is deemed to be appropriate.

However, the refusal of permission to go out, short of measures which would constitute deprivation of liberty is not forbidden.

f) The use or the withholding of medication or medical or dental treatment

This is a completely unacceptable practice as a means of controlling behaviour and must not under any circumstances be used with our pupils.

g) Intentional deprivation of sleep

This is also completely unacceptable and potentially harmful to a young person's proper physical development.

h) Imposition of fines

Fines imposed by the Court must be paid but it is considered inappropriate for school to impose such sanctions, unless related to the cost towards repair or replacement of misappropriated monies or goods and as part of an ongoing reparation scheme.

i) Intimate physical searches

Intimate physical searches are completely unacceptable. However, a search of a young person's clothing may be necessary if staff have reason for concern that a pupil or others safety is at risk e.g. concealed weapons, drugs.

Delivering Sanctions and Consequences in Practice

Sanctions/Consequences should be delivered consistently to ensure that they meet the purpose to:

- impress on the perpetrator that what he or she has done is unacceptable;
- deter the pupil from repeating that behaviour;
- signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Sanctions/Consequences have been proven to be more effective in promoting positive behaviour when the pupil views them as fair, guidance recommends that when delivering sanctions staff should:

- make clear they are dealing with the behaviour, rather than stigmatising the person;
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding – see section 3.9 for more information);
- avoid whole group sanctions that punish the innocent as well as the guilty;
- wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off);
- use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome);
- when appropriate, use sanctions to put right harm caused;
- never issue a sanction that is humiliating or degrading;
- use sanctions in a calm and controlled manner;
- ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used);
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so

Any member of staff who administers sanctions of an unacceptable nature will be asked to account for his/her actions. On any occasion where this occurs or is alleged to have occurred the appropriate Line Manager must investigate and discuss the incident with that member of staff before reporting to the Headteacher.

This must take place at the earliest possible opportunity. Any further action will then be determined by the individual circumstances and formal disciplinary proceedings may follow.

Any member of staff having concern about the general operation of this policy, or any individual's actions in respect of it, should discuss their concerns, in the first instance with their Line Manager.

ADMINISTRATIVE REQUIREMENTS

The maintenance of acceptable behaviour is of particular importance in schools, especially where a residential element is present.

For this reason alone we must ensure that behaviour is carefully monitored and evaluated.

To allow close monitoring and evaluation of behaviour it is essential there are adequate recording systems in place.

Details of rewards, praise, positive behaviours and achievements etc, should be recorded in pupil logs and on Behaviourwatch.

All other behaviours should also be recorded in the pupils logs as well as the specific accompanying reports as detailed below.

The recording of sanctions is a statutory requirement. These must be recorded in the Sanctions Book

Where a serious incident has occurred and Physical Intervention was necessary this should be recorded on an Incident Form 1, obtained from the school administrator, immediately after the incident, when it is safe to do so.

Where a serious incident has occurred and Physical Intervention was not necessary this should also be recorded on an Incident Form 2, obtained from the school administrator, immediately after the incident, when it is safe to do so.

All incident reports will be completed as soon as possible after the incident, normally prior to staff going off duty and in any case within 24 hours. The incident report should be signed by all staff involved and a Senior member of staff. We should also ensure that the young person involved in the incident is given the opportunity to see the report and sign to acknowledge that the report is a fair and reasonable account of what occurred. If the young person involved is unwilling to do so then the Complaints Procedure should be initiated.

Apart from being a statutory requirement, this recording enables Line Managers and other senior staff to offer support and supervision regarding the use of measures of control.

It also provides basic statistical and other information for an annual review of the use of measures of control. In certain cases these recordings can help inform the planning process for individual young people.

Independent visitors and certain representatives of local authorities have a right to inspect both the Physical Intervention and Sanctions books. On any visit they are expected to inspect and sign them and they may wish to discuss individual entries with appropriate members of staff.

The contents of both of these books are to be regarded as confidential, in as much as individuals are, or could be, identified in respect of them. Accordingly, staff should not discuss the contents of either of these books except in legitimate circumstances within school or in formal supervision.

Staff may find it helpful to seek advice from a Senior colleague when compiling a report and should submit a draft copy of their report to the Headteacher prior to completing the Physical Intervention Book.

The School recognises that where staff have been involved in an incident involving physical intervention that this is potentially a very stressful situation and staff should have access to a debrief and support. Within the school, this will normally be made available through Line Managers or Team Teach Tutors but staff may also seek further professional support if necessary following discussion with the Headteacher.

When the use of physical intervention is necessary to reduce the risk of harm to the young person and/or others, it is not entirely 'risk free' exercise to either the staff or the young person involved. Where an injury is incurred an accident form should be obtained from the school administrator and completed, immediately after the incident and when it is safe to do so.

Role of Management

The Senior Leadership Team are responsible for the overall monitoring of Behaviour Management across the school.

They achieve this by monitoring day to day practice, chairing individual staff group meetings, providing supervision and support to individual staff in Professional Development Sessions, attending individual pupils' meetings and discussions in Senior Staff Meetings.

The Senior Leadership Team are responsible for staff training and deployment.

The Senior Leadership Team are responsible for ensuring that at interview prospective staff are informed of the policy, practice and expectation of staff in the application of Positive Handling.

The Senior Leadership Team are responsible for ensuring that before receiving training steps are taken to consider the placement of staff in relation to the risks they face and the knowledge, skill and understanding they possess. Also to ensure that the physical health issues of all staff are taken into account and documented in relation to their ability to perform their duties as defined by their duty of care and in relation to the behaviours and risks they are expected to manage.

All staff members sign a declaration of fitness to practice and this is regularly reviewed by line managers.

The Deputy Head Teacher carries out regular audits of behaviour and behaviour management across school analysing the data available for individuals and year groups in an attempt to reduce antecedents and improve staff practice.

The Head Teacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure.

Whistleblowing

If a staff member has a concern about the practice of another member of staff they should inform their Line Manager (see Whistleblowing Policy)

Complaints

The availability of a clear policy regarding physical intervention and the early involvement of parents, in any incident should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be dealt with under the school's Complaints Procedure.

In the case of any action concerning a member of staff he/she will be kept informed of any action taken. Staff will also be advised to seek further advice from his/her professional association/union.

Bullying

Bullying is acknowledged as being linked to Behaviour Management therefore this Policy should be read and reviewed in conjunction with the Anti-Bullying Policy.

Conclusion

This policy outlines the philosophy of Rossendale School in relation to maintaining good order and promoting acceptable behaviour.

No policy on managing behaviour can exist as a discrete entity. It has to be viewed in the overall context of the School and in line with other documentation that the School produces to ensure that the culture and the life of the School evolves from a central belief. With this in mind the Behaviour Management Policy should not be read in isolation but should be viewed in conjunction with the following:

- Admissions Policy
- Expectations of Staff
- Rossendale School 'Mission Statement'
- Anti-Bullying Policy
- Home-School Agreement
- School/Residential Routines
- Police involvement Procedure
- Complaints Procedure
- Young person Protection Procedure (this may involve formal investigations by police and/or Social Services);
- Staff or pupil Disciplinary Procedure;

- Rossendale School 'Code of Conduct'
- Exclusions Procedure;
- DFE (2013) Guidance 'Use of Reasonable Force';
- Whistleblowing Procedure

It is recognised that, because of the nature of the work we undertake and the type of young person we undertake it with, that it is impossible to be so prescriptive that each situation which may arise is covered by clear guidelines on action. This will to a large extent be dependant upon the sound judgement of the professional staff involved in any incident.

It is further acknowledged that although the policy says much about sanctions, it is the development and maintenance of good and positive relationships which are central to communicating and maintaining the boundaries of acceptable behaviour. The fostering of positive relationships between staff and pupils is at the core of Rossendale's fundamental philosophy.

Dealing with Challenging Behaviour
September 2020

Roles and Responsibilities – General

All Staff :	<ul style="list-style-type: none">• read early signs of disruption as early intervention can stop problems occurring• ensure you are aware of individual behaviour management plans• deal with the problem as quickly and quietly as possible using appropriate de-escalation techniques• impose sanctions – ensure you are aware of acceptable and unacceptable sanctions (see final page of document)• when using break and lunchtime reflections – inform the staff on duty, when the reflection is completed bring the young person back to the break and handover to staff• when using after school reflection – follow the procedures for informing parents/taxis etc. The office will assist in the process; senior staff must be informed.
On Breaks/Dinner Time :	<ul style="list-style-type: none">• in the first instance, speak to the young person• if the behaviour continues seek support from other staff on duty• if the behaviour continues to be a concern seek help from teachers• once calm the consequence should be imposed by the initial member of staff on duty when the incidence started• at the end of break/lunch ensure the young person is fit for class and hand over to the teacher/SSA.

Teacher Responsibilities

Incidents/behaviour in class:	<ul style="list-style-type: none"> • it is the responsibility of the class teacher for the discipline of the pupils within the class • in the first instance, speak to the young person • if the behaviour continues the teacher is to use the SSA for support which may include time out (with the SSA) or working one to one with the SSA • if behaviour continues or it becomes a concern then the SSA/teacher should seek support from care staff or other staff who are free • the young person is removed from the class for a period of time, either by the SSA or care staff, if more appropriate • once the young person is settled the care staff will speak to the SSA/teacher to see if they can return to class to complete the lesson • the consequence is to be imposed by the teacher, time to be made up and work to be completed. Also this is a key time to talk to the young person to re build the relationship and seek strategies to avoid a repeat of the incident.
A young person misses a whole lesson:	<ul style="list-style-type: none"> • teacher records the attendance or absence of pupils in class • if a young person is missing unexpectedly the SSA to investigate • at the end of the school day the young person is to be given the school work they missed • if work is not made up reflection should be used
Major incident – physical intervention :	<ul style="list-style-type: none"> • young person is misbehaving in class • use strategies to diffuse the situation and de escalate (e.g. ask the pupil to leave the class with your SSA or call for support) • physical intervention is needed • teacher/SSA calls support and assesses if physical intervention is needed • if physical intervention is needed the young person is removed from the room or other pupils • pupil should be kept out for the rest of the lesson

	<ul style="list-style-type: none"> • notify senior staff • class teacher/SSA informs parents – liaise with each other so it is clear who will do this and when • teacher collects the form one pack from the office, completes their sections and then passes it to relevant staff for them to complete • the class teacher must see the pupil, impose sanction (after school reflection) and rebuild relationship as soon as possible.
Pupils walk out of class:	<ul style="list-style-type: none"> • use SSAs as appropriate • inform the staff room/work room • retrieved by available staff (inform the office if the young person goes off site) • consult the class teacher about the suitability of returning to class • class teacher to impose appropriate sanctions • inform senior staff member.
Appropriate Sanctions:	
<ul style="list-style-type: none"> • young person needs a cooling off period/time out – given 5 minutes (supervised by the SSA, never left alone on a corridor unless this is agreed in the young person’s behaviour management plan) young person returns and completes the lesson • if a young person misses part/all of class due to behaviour (more than 5 minutes) make up time/catch up with work missed in reflection • if a young person does not turn up for lesson due to behaviour in a previous lesson or break time then missed work is to be sent home with the young person • if a young person leaves the class and walks off site there is an automatic after school reflection by the class teacher with support from the SSA • if a young person is late in to school due to behaviour at home and needs to be brought in then the teachers of lesson missed should organise a reflection and ensure missed work is completed then. <p><i>It is our responsibility to take into account a pupil’s personal behaviour plan when putting sanctions in place.</i></p>	