



# Behaviour Support and Restrictive Intervention Policy

Revised December 2022

<b>Approved by Governing Body:</b>	
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## BEHAVIOUR SUPPORT POLICY

### **RATIONALE**

All children at the Haughton have moderate learning difficulties and complex needs. It is understood that behaviour is part of an expression of their communication and feelings.

All children at the Haughton are treated with dignity and respect at all times.

The children are at the heart of everything we do.

All work is aimed to nurture positive relationships and responses to enable children to build on their strengths and to positively participate within their life.

The behaviour policy is set within the context of the school's mission statement, vision, school's aims and values and ethos.

The development of positive behaviour is part of a learning journey for all children and is supported by collaborative work with their family and other professionals.

All staff work within the legal framework and understand their duty of care.

We aim to:

- Ensure high expectations of children's behaviour.
- Support children to develop skills to manage their own behaviour.
- Ensure staff understand and support children in a non-confrontational, calm proactive and supportive manner.
- Involve and work collaboratively with children, parents, colleagues and inter-disciplinary professionals.
- Ensure that behaviour is managed in a planned co-ordinated manner.

### **Guiding Philosophy**

Our guiding philosophy is based on the following principles

- **Care:** Respect, dignity, empathy, and person-centred approach
- **Welfare:** Maintaining independence, choice and well-being
- **Safety:** Protecting rights and minimising harm
- **Security:** Safe, effective and collaborative relationships

### **Rights and Responsibilities**

These are for all members of the school community.

**We have the right: -**

- to be treated with fairness, consideration and respect
- for everyone and their belongings to be safe at all times
- to work in a safe, clean and friendly environment
- to work and learn to the best of our ability without distraction or disruption
- **Our responsibilities are: -**

- to treat everyone with fairness and respect
- to ensure the safety of ourselves, others and belongings
- to provide and maintain a safe, clean and friendly school environment
- to work to the best of our ability without distracting or disturbing anyone else
- All staff have Duty of Care in respect of the children they are responsible for.

### **Classroom Management Strategies**

All staff are individuals and as such will have different strategies for ensuring a positive learning environment within the classroom. However, CPI Safety Intervention principles and processes apply throughout the school. All staff are trained in these principles and techniques and the school has two licensed trainers.

Rights, responsibilities, routines and rules should be taught/discussed at the start of the year and regularly re-enforced. They should include routines for coming in/leaving class, how to gain adult attention, equipment etc. There should be clear expectations. Rules should be:

- Discussed
- Few
- Simple
- Enforced
- Fair
- Visible

When dealing responding to inappropriate behaviour all staff are trained to use CPI Safety Intervention principles as described by the RESPONSE© model. See below

Relax and Neutralise  
 Explain and ask  
 State what you  
 want  
 Prompt and gesture  
 Option to act  
 Nurture recovery  
 Support  
 Engage and learn

This model ensures a consistency of approach whilst allowing staff to respond to the individual needs of each child.

The key to good behaviour management is the reinforcement of positive behaviours.

### **NATIONAL AND LOCAL GUIDANCE**

Haughton School works within current legislation and advice from:

- DfE (2006) Education and Inspections Act (sections 88-94).
- DfE (2013) Use of reasonable force in schools.
- DfE (2018) Screening, Searching and Confiscation at school.

- DfE Exclusion from maintained schools, academies and pupil referral units in England.
- The Equality Act (2010).
- DfE (2016) Behaviour and discipline in schools.
- DfE (2017) Supporting pupils with medical conditions at school.
- DfE (2014) Special educational needs and disability (SEND) code of practice.(updated 2020)
- DfE (2011) Education Act (section 175).
- DfE guidance explaining that maintained schools should publish their behaviour policy online.
- Working together to safeguard children 2018
- Keeping Children Safe in Education 2022

Importantly the school works in partnership with the LA and Safeguarding to ensure that children are kept safe and their well being is at the core of our work

## **ENVIRONMENTAL RESOURCES**

The school has a range of resources to support and engage children in positive learning opportunities. These include; a sensory gym, extensive outdoor play resources/equipment, music and technology facilities.

All resources must be used in accordance with the 2002 guidance with particular reference to guidance on time out and seclusion. The following are specifically highlighted:

- Within the school classroom doors for younger children have high/ double handles and rooms not suitable for open access to children (food technology room, teacher's, offices, staffroom, exit doors) have fob entry pads. This is to prevent risk of harm and to maintain the school's duty of care. Children are supervised at all times.
- There are two designated calming rooms to support positive behaviour. The rooms are designed to allow children who are in a heightened state and experiencing challenging behaviour to access an environment with reduced multi-sensory input. The rooms are kept clear of resources and have padded walls. When in use the rooms are supervised at all times. All use must follow the DfE guidelines-July 2013. Teacher MUST ensure that they are clear on the guidance of the law for time-out and seclusion.

## **MANAGING PUPIL BEHAVIOUR POSITIVELY**

For all children positive behaviour is encouraged and supported by:

- High quality teaching and learning well matched to individual children
- An exciting and engaging curriculum based on personalised learning
- High quality role models of staff with a consistent approach by all
- An understanding of the impact of additional educational needs on children's learning underpinned by a comprehensive staff training programme.
- A recognition of the strengths of children which are rewarded following a whole school approach

- An inclusive communication approach
- High quality facilities and resources
- Enhanced staff : child ratios based on individual needs
- Work in partnership with parents and other professionals
- In-depth knowledge of every child's strengths and level of development
- Advice and time from the leadership team

#### **Examples of positive strategies for managing behaviour:**

- Reward appropriate behaviour following strategies such as praise, confirmation, reward charts, stickers.
- Identify and model appropriate behaviour
- Personalising the timetable
- Clear visual strategies including schedules, timers etc
- Change of environment and activity e.g. use of sensory rooms, playgrounds, field, halls
- Divert, distract or change adults to diffuse
- Acknowledging children's need for personal space
- Clear, simple language used with time to process and respond.
- One person clearly taking the lead in supporting a child

#### **Examples of rewards for managing behaviour:**

Staff use a wide range of different rewards dependent upon the child's level of understanding, motivation and age appropriateness, these include:

- Effort is immediately rewarded with a verbal response and/or social praise
- Major goals (e.g. completing a stage of the reading scheme, swimming etc) the child receives certificates or stickers chosen by the child and placed wherever the child chooses i.e. on their clothing or in home/school diary.
- Work reward strategies with a range of motivating activities/toys/environments used as rewards.
- Children's achievements are shared with parents through the home/school diary, telephone calls, meetings.
- Stars, stickers and smiley faces are instant and ongoing throughout the day
- A given number of stars or stickers (dependant on individual) will lead to a prize
- Time at a favourite activity or time in a favoured location
- In weekly assemblies a child / children from each class are rewarded with a visit to the Headteacher's Tea Party.
- During this assembly any prizes earned are awarded

### **SANCTIONS**

Our philosophy is built on positive ways of developing behaviour. Any behaviour strategies need to be understood by the child and consequences need to be meaningful.

Sanctions available are: -

- A look/non verbal signal

- Child spoken to
- Positive correction approaches (ie making clear to the child what they should be doing)
- Moving a child to a different area within class
- Removing the child from the classroom with a teaching assistant
- Taking the child to another colleague
- Taking the child to a member of the school leadership team or requesting the attendance of a member of the leadership team to talk to the child
- Break/lunch time detention
- Detention after school (with parental consent)
- Loss of privileges
- Discussion with parents
- Meeting with parents
- Fixed term exclusion
- Permanent exclusion

At Haughton School we do not use the removal of drinks or food as a consequence for behaviour difficulties. The removal of any normal routine activities within school must be agreed with the Leadership team and parents; this will only be considered if understood by the child.

Each class has an appropriate reward system, based on the collection of stickers, stars or tokens in exchange for prizes. Once these have been earned they cannot be taken away, the removal of previously earned rewards is not considered an acceptable response to behaviour difficulties.

## **SUPPORTING CHILDREN WITH BEHAVIOURS THAT CHALLENGE**

### **Definition of behaviours that challenge**

“behaviour of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy or behaviour which will seriously limit or deny access to the use of ordinary facilities” (Emmerson et al 1987).

### **Processes**

Children who regularly present with behaviours that challenge will be supported by:

- the range of support and strategies detailed above
- a comprehensive assessment analysing the functions of the behaviour
- assessment of why the behaviour is challenging
- liaison with parents and professionals
- an agreed Individual Behaviour Plan (IBP) shared and disseminated with all key people and child (if appropriate)
- ongoing monitoring and review of the impact of the plan
- a behaviour risk assessment if needed

## **Individual Behaviour Plan**

A child who regularly presents with behaviour that challenges will have an IBP (refer to Appendix 1). The process will involve:

- A functional analysis of the behaviour
- Involvement of all relevant professionals in the assessment and identification of strategies
- Seeking the views of the child where appropriate
- Parental knowledge, views and agreement.
- Ensuring all parties agree the plan is within the DFE guidelines
- Sharing and agreeing the plan with a member of the leadership team
- Reviewed on ongoing basis and formally in line with school annual review

The plan will detail known information including:

- A precise description of the behaviour that challenge
- Possible reasons for the behaviour (why it occurs and known triggers)
- Detailed staged approach to how the behaviour will be dealt with
- Any emergency actions to be taken (use of CPI Safety intervention and calming room would be included here)
- Incident forms will be completed on the Sleuth system and monitored. Detailed procedures are to be followed

## **BULLYING & HARASSMENT**

Houghton School does not tolerate bullying and all incidents are treated seriously. Due to the nature of children's needs/level of supervision the incidents of bullying within school have been exceptionally low. Staff will always remain vigilant and report immediately to a member of the leadership team any bullying concerns.

### **Prevention**

The school will raise the awareness of bullying through curriculum activities (PSHE and other lessons); through giving children an opportunity to talk about bullying and through School Council anti-bullying campaigns.

The school will aim to prevent bullying through good supervision within the school at all times

### **Procedures for Dealing with Bullying**

Staff will investigate all reported incidents of bullying.

Children will be encouraged to report any incidents of bullying.

If a child is found to have been bullying he/she will be dealt with seriously using sanctions/interventions found within the behaviour management policy. Where appropriate external agencies will be involved. Parents will always be informed.

A child found to be bullying will have support to help prevent them bullying again.



A child found to be bullied will have advice/support on strategies to help prevention of bullying or what to do if it happens again. Parents will always be informed where incidents of bullying occur.

Children will be informed of actions that constitute bullying, assertive strategies for dealing with bullying and how to inform adults of their concerns

At all times strategies are in place to: -

- prevent the opportunities for bullying,
- assist children who have bullied to stop
- empower victims.

### **Procedures for Dealing with Racial and Sexual Harassment**

Racial and Sexual harassment will not be tolerated in school.

Appropriate staff will investigate any cases of racial or sexual harassment.

All members of the school community will be encouraged to report any incidents of harassment.

All incidents will be recorded and reported and the child's parents informed. Governors will also be notified.

Anyone who has been found to be harassing others will be dealt with seriously using appropriate sanctions found within the behaviour management policy and parents will be informed. They will also be supported to prevent them from being involved in a similar incident again.

The school will support the victim of harassment.

The LA will be informed annually of the pattern and frequency of any incidents.

The school believes in equality of opportunity for all members of the school community and therefore we will do our utmost to minimise incidents of harassment for any reason.

### **IF A CHILD GOES MISSING DURING THE SCHOOL DAY**

- If a child runs out of a class, they will be shadowed by a member of the class team to establish where he or she has gone.
- Teachers / member of staff in context will immediately alert a member of the leadership team if the child has left the school premises or if they cannot be found within school after a thorough search.
- The appropriate response will be made using the knowledge of the individual with consideration that a child may try to run further away if they are approached (see Absconding Policy)
- If a child has left the school premises parents will be contacted and the police will be informed that a child has left school and is at risk. (refer to Absconding Policy in Appendix 3)

## **SEARCHING AND CONFISCATION (DFE Screening, searching and confiscation 2018)**

The DFE guidance published in January 2018 on Searching, Screening and Confiscation should be adhered to by the School. Due to the age and needs of the children within Haughton School it is unlikely that such action would need to be taken, however the law and guidance covers all schools.

Key points are that: The Haughton School staff have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that a child may have a prohibited item.

Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person

Head Teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The Head Teacher has authorised teachers and support staff to carry out a search when there is reasonable grounds to suspect a child may have a banned item. School staff should contact a member of the Senior Leadership Team to ensure there is agreement that there are reasonable grounds for a search.

The search should be whenever possible carried out by same-sex member of staff and with another member of staff present. Whenever possible, it should be a member of staff who knows the child well. However, there is an exception, and this is when there is a risk that serious harm will be caused to a person if the search is not conducted immediately. In all situations, staff should assess the risks to the child, other children and themselves.

Member of staff will be requested to contact a member of the senior leadership team immediately if a search is carried out. The word 'Search' refers to the removal of outer clothing and searching of pockets and also of belongings. School staff can take any prohibited items found as a result of a search or which they consider harmful or detrimental to school discipline.

## **Interpretation for Haughton**

As always safeguarding and partnership with parents will be the emphasis on our work. At Haughton these powers will be likely to be used in that context – e.g. if a child has brought items into school which may be dangerous to themselves or others.

## **MALICIOUS ALLEGATIONS.**

If an allegation is made it will be fully investigated. If it was proved to be unfounded, then staff would strive to work with parents on how to best support a child in their interpretation or their behaviour. Staff would record this information in any support plans or risk assessments.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **POWER TO DISCIPLINE BEYOND THE SCHOOL GATE**

Key points from legislation (DFE Behaviour and Discipline in Schools (2011))

Disciplining beyond the school gate covers the school's response to all non-criminal behaviour which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school e.g.

Any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school.

Interpretation for Haughton

All children are supervised in any school-related activity, including home to school transport (by transport staff) at all times. Staff supervising school trips etc. will follow guidance appropriate to the individual child's plans and risk assessments. Haughton works in close partnership with Transport and/or parents to support the management of children's behaviour. Importantly we wish to make what can be a challenging experience for some children as positive as possible. Referrals are made to other services where necessary to further support this area.

## **PUPIL SUPPORT**

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the individual child.

A child who is exhibiting challenging behaviour will be assessed to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from other professional to identify or support specific needs. When acute needs are identified in a child, we will liaise with other agencies linked with the LA and plan support programmes for the child. We will work with parents to create the plan and review it on a regular basis.

## **TRAINING**

All of Haughton Staff are trained on managing behaviour using the CPI Safety Intervention model. Behaviour management training also forms part of continuing professional development. Other training also links to behaviour e.g. all training on communication and special educational needs.

## **MONITORING ARRANGEMENTS**

This behaviour policy will be reviewed by the Headteacher and Haughton School's governing body on an annual basis. At each review, the policy will be approved. The written statement of behaviour principles (Appendix 3) be reviewed and approved at the same time.

## **LINKS WITH OTHER POLICIES**

This behaviour policy is linked to the following policies:

- Exclusion policy
- Safeguarding policy
- Equal Opportunities policy

## **ROLES AND RESPONSIBILITIES**

### **The Governing body**

The governing body is responsible for reviewing and approving this policy and the written statement of behaviour principles. In conjunction with the headteacher they will monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for reviewing and approving this behaviour policy in conjunction with the full governing body.

The Headteacher will also ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and monitor how staff implement this policy to ensure rewards and sanctions are applied appropriately.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular children
- Recording behaviour incidents.

### **Parents**

Parents are requested to:

- Support their child in adhering to the children's code of conduct, as it applies to their individual child.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns, changes of behaviour or known reasons for any changes with the school as soon as possible.

## RESTRICTIVE PHYSICAL INTERVENTION

### OBJECTIVES

The primary objective of this policy is to keep all members of the school community safe. As such, it is important that members of staff, governors, parents and children (where appropriate) understand the circumstances under which restrictive physical intervention may be used. It is also important that members of staff understand what form restrictive physical intervention can reasonably take.

Restrictive physical intervention is the deliberate use of force by a member of staff to restrict a child's movement against his or her will.

There are times when children's behaviour presents particular challenges that may require restrictive physical intervention. This policy sets out our expectations for the use of such intervention.

### RATIONALE

Restrictive physical intervention should be avoided wherever possible. Techniques other than restrictive physical intervention should be used when managing incidents wherever practical. Staff must always be mindful of their own safety – they must not attempt restrictive physical intervention if they do not believe they can do so safely. **Force must not under any circumstances be used as a punishment or in order to humiliate a child.** Everyone has a right to use reasonable force to prevent an attack on themselves or others.

### NON RESTRICTIVE PHYSICAL INTERVENTIONS

It is not intended to refer to the general use of physical contact which might be appropriate in a range of situations, such as:

- giving physical guidance to children (for example in practical activities)
- providing emotional support when a child is distressed
- providing physical care (such as first aid or toileting).

Non-restrictive will include physical bodily contact in activities such as physiotherapy, PE & personal care. 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 child and the use of force to restrict movement or to disengage from children whose behaviour presents a clear risk of injury

Most of our children will benefit from adults physically interacting with them as part of the way we teach. The kinds of physical interactions which are routine will include a range of physical prompts-

- Holding a child's hand
- Guiding a child by linking arms or placing a hand on their shoulder.
- Guiding a child's hand to demonstrate as part of teaching process.

In addition to this if a child is distressed, it may be appropriate to place an arm around their shoulder / hug them gently to comfort them.

Equipment such as splints, standing frames, wheelchairs and buggies may be required for therapeutic use- any use in relation to behaviour is not appropriate as a means of restrictive physical intervention. Any use should therefore be considered in relation to guidance below.

## **RESTRICTIVE PHYSICAL INTERVENTION**

The guidance recognises that special schools cater for children who may present severe behavioural difficulties who present behaviour that may necessitate the use of restrictive physical interventions to prevent injury, damage to property, or the serious disruption of a learning environment. The Education and Inspections Act 2006 clarifies the position about use of restrictive physical interventions by teachers and others authorised by the headteacher to control or restrain children.

### **Definition**

We define restrictive physical intervention as follows:

Restrictive physical intervention is the deliberate use of force by a member of staff to restrict a child's movement against his or her will.

There are times when children's behaviour presents particular challenges that may require restrictive physical intervention as outlined above. This policy sets out our expectations for the use of such intervention.

### **The Law**

It is only likely to be legally defensible when it is required to prevent:

- Committing an offence or engaging in conduct that could be an offence
- Causing injury to themselves
- Causing injury to others
- Damaging property
- Prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school, whether during a teaching session or otherwise.

Teachers and other authorised school staff are reminded that use of physical force must be 'Reasonable in the circumstances' and comply with guidance mentioned below; which means using no more force than is needed. 'Reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder.' DfE's 'Use of reasonable force Guidance' – July 2013.

All staff have a duty of care and may use restrictive physical intervention within the law using advice and support materials to schools about each of the areas above, and is based on more detailed guidance such as:

- Department for Education and Skills/Department of Health (2002) 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 Disorders LEA 0242/2002
- Department for Education and Skills (2003) Guidance on the Use of Restrictive Physical Interventions for Children with Severe Behavioural Difficulties LEA 0264/2003
- Department for Children, Schools and Families (2007) The Use of Force to Control or Restrain children which refers to Section 93 of the Education and Inspections Act 2006
- Department for Children, Schools and Families (2010) The Use of Force to Control or restrain children. Guidance for schools in England
- Department for Education (2013) Use of Reasonable Force.

This policy is also consistent with our Safeguarding and Equal Opportunities policies, and with national and local guidance for schools on safeguarding children.

### **Principles for the use of restrictive physical intervention in the context of positive approaches**

We only use restrictive physical intervention where the risks involved in using force are outweighed by the risks involved in not using force. It is not our preferred way of managing children's behaviour. We aim to do all we can in order to avoid using restrictive physical intervention. We would only use restrictive physical intervention where we judge that there is no reasonably practicable less intrusive alternative. However, there may be rare situations of such concern where we judge that we would need to use restrictive physical intervention immediately. We would use restrictive physical intervention at the same time as using other approaches, such as saying, "Stop!" and giving a warning of what might happen next. Safety is always a paramount concern and staff are not advised to use restrictive physical intervention if it is likely to put themselves at risk.

### **Physical Management of Children**

When the need to manage potentially aggressive behaviour arises staff follow the least restrictive HOLDING techniques developed by CPI and outlined below

#### **Hierarchy of response**

- Holding skills should be appropriate and proportionate to the child's behaviour. Staff should be guided by the behaviour of the child being held to identify the level of restriction required.

#### **Organise and plan intervention**

- This relates to the behaviour plan. Any physical intervention should have already been planned for.



### **Listen to the child**

- Remember all behaviour is communication. Children in crisis will use actions to express their feelings. It is important that these are not automatically interpreted as deliberate acts of violence or aggression.

### **De-escalate at every opportunity**

- Let go to calm not Calm to let go

### **Involve the child**

- Ensure the child has been involved in the development of the IBP

### **Never use as a punishment**

### **Glass-like transparency**

- Ensure that policies, guidelines, post incident support, analysis, record keeping and complaints procedure are followed.

### **Duty of care**

We all have a duty of care towards the children in our setting. This duty of care applies as much to what we don't do as what we do. When children are in danger of hurting themselves or others, or of causing significant damage to property, we have a responsibility to intervene. In most cases, this involves an attempt to divert the child to another activity or a simple instruction to "Stop!" along with a distraction to what may be happening next. However, if we judge that it is necessary, we may use restrictive physical intervention.

### **Reasonable force**

When we need to use restrictive physical intervention, we use it within the principle of reasonable force. This means using an amount of force in proportion to the circumstances. We use as little force as is necessary in order to maintain safety, and we use this for as short a period as possible.

Reasonable force may include:

- leading a child by the hand or arm
- gentle pressure on the centre of the child's back to steer away from harm / harming
- holding the child still

In addition:

- it must be in proportion to the circumstances and constitute the minimum necessary to achieve the desired result
- it must take account of the age, size, gender and understanding of the child

It is good practice to inform children simply what is about to happen and one person to continue to talk to the child during the incident in a calm and measured manner if it does not escalate the situation.

Restrictive physical intervention should not generally be used to prevent a child from leaving a room or the school premises, unless it is likely that the child is placing him/herself or other people at risk by doing so. It may, however, be appropriate to stand between children or to block a child's path but only in the circumstances listed above.

Our duty of care means that we might use a restrictive physical intervention if we judge that a child would be putting themselves in an unacceptable risk. This duty of care also extends beyond our site boundaries: there may also be situations where we need to use restrictive physical intervention when we have control or charge of children off site (e.g. on trips).

We never use restrictive physical intervention out of anger or as a punishment.

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

As a school we acknowledge that, on occasion, staff may find themselves in unforeseen or emergency situations when they have no option but to use reasonable force to manage a crisis. It is recommended that:

- before using force – staff attempt to use diversion or diffusion to manage the situation
- when using force – staff must use techniques and methods with which they are familiar, confident and are permitted by the school
- 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 Section 550A of the Education Act 1996.

### **Planned interventions-Positive Handling Plans/IBPs (Refer to Appendices 1 &2)**

Any planned strategies will be recorded in a child's individual Positive Handling Plan and/or their IBP. The plan will be in the context of DfE Use of reasonable force guidance for school leaders, staff and governing bodies –April 2011

The process will involve:

- A formal risk assessment (if appropriate) and plan will be completed and agreed with parents) in the context of the above guidance and CPU Safety Intervention trainers.
- The plan will be part of the child's IBP.

The positive handling plan will be attached to the IBP and kept in the class essential information file. A copy of the positive handling plan will also be kept in the child's personal file.

The positive handling plan must be agreed with the headteacher , parents, and CPI Safety Intervention ATC coordinator.

The positive handling plan must be updated as necessary but always at the end of the academic year and will be reviewed within the Annual Review and EHCP meetings.

Every Physical Restrictive Intervention will be recorded on Sleuth and will follow the DfE 'Use of reasonable force guidance for school leaders, staff and governing bodies' guidance – July 2013.

## **ACTION FOLLOWING AN INCIDENT**

### **Post Incident Support**

The Leadership team must be informed of anyone that has been involved in a physical intervention to allow them to check that anyone involved is physically and emotionally fine.

Staff will be offered opportunity to take a break if upset by the incident.

The Leadership team will offer the opportunity to talk through the incident further. Staff have access to LA counselling Service.

### **Recording incidents – (including both restrictive and non restrictive interventions)**

Staff should seek the advice and support of senior colleagues if needed. All incidents must be recorded on Sleuth on the day they occur. This will include any incident that prejudices good order such as:

- Total non co-operation with a member of staff
- Verbally abusive behaviour towards staff or other children.
- Physical aggression towards others
- Destructive behaviour towards property and equipment

Any incident of violence towards staff or children which may or may not have caused injury should also be recorded on a T&W Violent incident form

- Abusive/violent behaviour to children/staff
- Child endangering self
- Threatening behaviour to children/staff – (this may not necessarily result in physical restraint i.e. if a child hurts another child but then is compliant.)

### **Involvement of parents**

The Head teacher (or appointed representative) will contact parents as soon as possible after any incident.

### **Complaint about Staff using force**

Key points from legislation (DFE. Use of Reasonable Force):

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a member of staff. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a member of staff, the school should ensure that the member of staff has access to a named contact who can provide support.
- Governing bodies should always consider whether a member of staff has acted within the law when reaching a decision on whether or not to take disciplinary action against the member of staff.
- As employees, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **Interpretation at Haughton**

Haughton School has extensive staff training and support systems in place as detailed in this policy document. In the unlikely event of a complaint, we will work in partnership with parents, LA and Safeguarding as is our policy, whilst offering appropriate support to staff.

### **MONITORING, EVALUATION AND REVIEW**

Restrictive physical intervention incidents will be reviewed daily by the Headteacher and with the support of the CPI Safety Intervention ATC coordinator.

### **STAFF TRAINING**

Staff in school are trained in CPI Safety Intervention. The School has two trainers- an approach approved by BILD.

This policy is covered within induction for all new staff including supply staff. Staff employed are fully aware of the needs of the children and the School’s Personal and Social Development Policy particularly in treating children with dignity and respect. Supply staff are offered opportunities to attend further training.

Staff are trained within their first term within school in CPI Safety Intervention. An annual refresher takes place every year on a PD day. The training is very proactive in understanding challenging behaviour. It covers the law, the school policy, distraction and de-escalation techniques. The following practical aspects are taught:

Principles of holding children & young persons

- Seated holds – low, medium and high level restriction

- Standing holds – low, medium and high level restriction
- Disengagement skills

Any further interventions are taught only as necessary as part of a Positive Handling Plan. It is expected that staff will practice their skills within the class team and seek advice if unsure.

## **SUCCESS CRITERIA**

- Positive ethos and climate that supports ALL children is always demonstrated.
- High expectations evident throughout school with behaviour well-managed.
- Behaviour is consistently managed with planned strategies.
- All work within the school meets legal requirements.
- The environment and staff interactions (e.g. tone of voice, body language used etc) are carefully planned to reduce the need for the child's behaviour to be challenging.
- Staff are able to demonstrate competency.
- All guidelines within policy are consistently followed.

## **MONITORING AND EVALUATION OF POLICY**

The Policy will be reviewed each year in the light of school self- review, or as necessary in light of legal changes and advice from CPI accredited training provider for Safety Intervention. .

### **Monitoring responsibilities:**

The ATC coordinator monitors the frequency of incidents, accidents and restrictive physical interventions and advises the Head of any patterns or concerns.

SLT and Safety Intervention trainers monitor the policy through:

- Classroom observations
- Evaluating restrictive physical interventions.
- Making referrals to other professionals.
- Agreeing the IBPs in line with policy.

## **ASSOCIATED RESOURCES**

- Education and Inspections Act 2006.
- DfE Guidance: Use of reasonable force guidance for school leaders, staff and governing bodies (July 2013)
- 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 Disorders (2002)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)
- DfE Guidance: 'Screening, Searching and Confiscation' (January 2018)

- DfE Guidance: 'Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies'
- DfE Guidance: 'Cyberbullying: Advice for headteachers and school staff'
- DfE Guidance 'Exclusion from maintained schools, academies and pupil referral units in England'
- Equality Act 2010

ALL STAFF MUST KNOW AND UNDERSTAND KCSIE 2022



## Individual Behaviour Plan

**Pupil:**

**Class:**

**Date:**

**What is the difficult behaviour?**

(Agreed precise description of the challenging behaviour)

**Why does it happen?**

i **Message of Behaviour**

ii **Triggers for behaviour**

**How shall we deal with it?**

**Emergency Action**

Agreed with Parents: \_\_\_\_\_ signed \_\_\_\_\_ date \_\_\_\_\_

Date to be reviewed: \_\_\_\_\_



**Positive Handling Plan**

<b>Assessing and managing foreseeable risks for children who present challenging behaviours</b>	
<b>Name:</b>	<b>Class:</b>
<b>Date</b>	
<b>Positive Handling Plan</b>	
<p>(Restrictive Physical Intervention will be used only when necessary in line with the legal guidance and behaviour plans / risk assessments they will be reviewed regularly with the aim of reducing the need for RPI)</p> <p>Any physical intervention is only used in the best interest of the child whose behaviour is of an immediate concern and when all other alternatives have been tried (as directed on IBP / Risk Assessment) this should be the last resort using the minimum amount of time and reasonable amount of force.</p>	
<b>Restrictive physical intervention to be used</b>	<b>Circumstances under which the RPI will be used.</b>



<b>Identification of Risk</b>	
<b>Describe the foreseeable risk</b>	<p>----- behaviours are:</p> <p>Real message of behaviour-</p> <p>Triggers-</p>
<b>Is the risk potential or actual?</b>	
<b>List who is affected by the risk</b>	

<b>Assessment of Risk</b>	
<b>In which situations does the risk usually occur?</b>	
<b>How likely it is that the risk will arise?</b>	
<b>If the risk arises, who is likely to be injured or hurt?</b>	
<b>What kinds of injuries or harm are likely to occur?</b>	
<b>How serious are the adverse outcomes?</b>	

<b>Risk Reduction Options</b>			
<b>Measures</b>	<b>Possible options</b>	<b>Level of risk</b>	<b>Benefits</b>
<b>Proactive interventions to prevent risks</b>			
<b>Early interventions to manage risks</b>			
<b>Reactive interventions to respond to adverse outcomes</b>			

<b>Communication of Behaviour Management Plan &amp; School Risk Management Strategy</b>	
<b>Plans and strategies shared with:</b>	<b>Communication Method</b>
<p>Members of staff devising plan:</p> <p>Members of outside agencies contributing to plan:</p>	<p>Parent / Carer contributing to plan:</p> <p>Date:</p> <p>Review Date:</p>

## **GUIDELINES FOR COMPLETING IBP/POSITIVE HANDLING PLAN**

### **FIRST IBP**

- Concerns regarding behaviour should be fully discussed with a member of the Leadership Team.
- Concerns should be discussed with parent to share information and gain their valuable contribution.
- Parents should be asked if there is any other medical information that may need to be considered that is not known or other factors that may be affecting the child.
- An IBP/Positive Handling Plan should be put together- agreed/ signed by parent
- Teachers must get the appropriate signatures to validate each form.
- This will be reviewed with parents at Annual review
- Advice from all professionals working with child should be considered.
- Child views about their own behaviour and how it is managed should be sought whenever possible
- Consideration should be given as to whether other professional referrals are needed

### **ASSESSMENT OF BEHAVIOUR**

- Any child who requires strategies to support their behaviour in school must have an IBP or Positive Handling Plan, not just those exhibiting challenging behaviour.
- Staff team must analyse and assess the child's behaviour. Within the assessment staff, should consider the actions of staff, environment and known medical information.
- The IBP/Positive Handling Plan should state each different behaviour.
- The identified reason must state the possible reasons for the behaviour exhibited.
- Strategies: strategies to be implemented must be agreed and checked against the legal guidance. It should be written clearly in precise language. It should be specific including any consistent language to be used etc. The team must gather evidence from observations to evaluate.
- The plan should be kept in the class essential information file so is accessible to all staff.
- The assessment and strategies **MUST** always be current. It is a working document so plan should be annotated on. Observation/evaluative comments should be recorded on a record sheet attached to plan.
- The plan should recognise any patterns of behavioural sequence and ensure a range Plans and strategies shared with:



**Houghton School  
Absconding Policy**

Houghton School provides a secure environment for our children, with a key pad entry and exit system. It is therefore unlikely that a child will be able to abscond from the premises, however despite staff vigilance there are occasions where a determined child may manage to leave the building and premises.

In the event of a child absconding from school the Headteacher, her nominated deputy or another member of the senior leadership team becomes the 'Lead' person and must be kept fully informed.

**Where a child is found to be absent from class without authorisation and cannot be located within 5 minutes by the class team, the following procedures should be followed:**

- Member of staff to inform member of senior leadership team
- SLT member organises search of building and known places that the child may remove to.
- If the child is not found then all available staff to check the perimeter of the school and immediate area.
- Any staff who leave school grounds must take mobile phone to contact school.
- If appropriate and directed by 'Lead Person', school office to phone the police when area has been fully checked.
- School office to contact parents/carers and ask them to come to the school
- Once a child has been found then the lead SLT member will use their professional judgement in discussion with the relevant class teacher to outline the response towards the child and the support the child will need in the future.
- A written report will be filed on the incident.
- Member of SLT to brief police and parents

**Where a child attempts or is seen to be leaving the school premises without authorisation the following procedures should be followed:**

- Staff must follow the child to the perimeter fence or gate and must try to persuade the child to stay in the school.
- If a child is deemed to be a high risk to him/herself or other people then staff should adhere to the Physical Interventions Policy with reference to holding the child, if appropriate.
- If staff are close enough to the child they will use the appropriate SPI Safety Intervention techniques to safely return the child to school.
- At all times staff must be aware that active pursuit may encourage the child to leave the immediate vicinity of the school and may also cause the child to panic, possibly putting him or herself at risk by running onto a busy road.
- If the child has left the immediate vicinity of the school, the school office and SLT members must be contacted immediately and the lead person will direct the course of action.
- Staff will follow the child and engage in a local search, following the child at a safe distance if in view.
- Staff will ensure they are carrying a mobile phone and will remain in contact with the school.
- The SLT lead may direct additional staff to join the search in a vehicle, taking a mobile phone to contact school.
- The school office will contact the child's parents/carers.
- If the searching staff lose sight of the child they must contact the school office giving details of their location and the clothes which the child is wearing

If the child has left the immediate vicinity of the school grounds and is no longer visible then the SLT will make a decision as to how to take matters further which will take into account the age of the child, the prevailing weather conditions, the nature of the incident which led to the child absconding, the child's previous history of being involved in episodes of absconding and their outcomes. If the child returns of their own volition, parents/carers and the police will be informed as soon as possible.

Upon his or her return to school, and when the child is calm, the child must be seen by the SLT so that the reasons for absconding may be discussed in detail. At this point a decision will be made as to the appropriateness of further actions.

A written report will be filed on the incident.



## **Written Statement of Behaviour Principles**

### **Reviewed Annually by Haughton School Governing Body**

Section 88 of the Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2016) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

All children at Haughton School have moderate learning difficulties and complex needs and therefore it is understood that behaviours can form part of their communication of their thoughts and feelings.

It is intended that this statement will help staff to be aware of and understand their role in managing the behaviour of the children

This is a statement of principles, not practice.

The Governors at Haughton School believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

At Haughton School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual

respect, fairness and consistency. We have high expectations that support the development of our children as effective and responsible citizens.

The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

### **Principles:**

- The children should be at the centre of everything that we do.
- Staff and volunteers should always set an excellent example to the children.
- All children, staff and visitors have the right to always feel safe at school.
- All behaviour should be managed in a planned and co-ordinated manner.
- Haughton School is an inclusive school. All members of the school community should be free from discrimination of any sort and treated with dignity and respect. Measures to protect children are set out in the Behaviour and Equality policies.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Consequences for unacceptable/poor behaviour should be known and understood by all staff and children and applied in accordance with the needs of the children.
- It is recognised that the use of rewards and consequences must have regard to the individual situation and the individual child. The Head teacher is expected to use her discretion in their use. Consequences should however be applied fairly, consistently, proportionally and reasonably, taking into the needs of individual children, and offering support as necessary
- The development of positive behaviour should be part of the work of all children.
- All staff at school will follow guidance on the use of reasonable force, all staff will be appropriately trained in the use of physical intervention and follow advice on de-escalation and behaviour management techniques.
- The school will work in partnership with parents and other professionals.
- The Governors strongly believe, that exclusions, particularly those that are permanent, must only be used as the very last resort
- The Governors expect children and parents to cooperate to maintain an orderly climate for learning
- The Governors wish to emphasise that violence, threatening behaviour or abuse by children or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution
- The school will fulfil its legal duties in respect of safeguarding
- Due to the age and needs of the children it is unlikely that staff will need to search them for prohibited items but if this is deemed necessary the Headteacher will inform the relevant authorities when items prohibited by law, weapons, non-prescription drugs etc are brought onto the school premises.