

## Positive Behaviour Support Policy

### 1. Policy Statement

This policy has been prepared for the support of all teaching, support staff and volunteers who come into contact with pupils at Newfield School to explain the school's arrangements for Positive Behaviour Support. Its contents are available to parents and pupils, and includes information on the use of positive handling strategies, which maintain positive relationships and provide safety for all.

The policy should be read in conjunction with other school policies relating to interaction between adults and pupils, that is:

- Child Protection / Safeguarding Policy
- Equal Opportunities Policy
- Anti-bullying Policy
- Pupil Counselling Policy

### 2. Purpose of the Policy

Good personal and professional relationships between staff and pupils is vital to ensure the well-being and safety of all pupils and staff in school.

It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable physical interventions may be necessary.

Every effort will be made to ensure that all staff in this school:

- clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and
- are provided with appropriate training to deal with these difficult situations.

The application of any form of physical control/restraint places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow the policy but also to seek alternative strategies wherever possible in order to prevent the need for physical intervention. (see training)

Positive Support Plans (see appendix 2)

Challenging behaviour is often the result of a breakdown in communication. Staff involved in supporting children should aim to understand what function the behaviour serves and to facilitate the child learning more socially acceptable means of expressing their need for support. Positive Support Plans (PSPs) are the vehicle by which staff support the pupils; PSPs are drawn up by staff who know the pupil well and adhered to by all staff working with the pupil.

In the instance of the occurrence of a new or difficult to manage behaviour, staff will carry out a Functional Behaviour Analysis (known as an ABC – Antecedents, Behaviours, Consequences) in order to monitor, assess and identify patterns and/or triggers of the new behaviour. The ABC is used only within the class and is not recorded on the school database. (See appendix 3)

Positive Handling Plans (see appendix 4)

Reasonable force will only be used as a last resort when all other positive support strategies have failed or when pupils, staff or property are at risk. Positive Handling Plans (PHPs) are developed for individual pupils when it is proven necessary to use reasonable force in order to continue to support their behaviours. If a PHP is developed for a particular pupil then parents are informed of this through discussion or by letter (see appendix 5). Staff at Newfield School are trained in Team Teach which is fully accredited by the Institute of Conflict Management and is affiliated to The General Services Association. This training enables staff to feel more confident and competent in their management of disruptive and "challenging" behaviour, reducing stress by increasing safety and security for all involved. An individual pupil's PHP clearly states how the pupil will be supported, if it is deemed necessary to use physical restraint. (See appendix 1 – The Use of Force to Control or Restrain Pupils)

### 3. Definitions

#### (a) Physical Contact

Situations in which proper physical contact occurs between staff and pupils, e.g. in the care of pupils with learning disabilities; in games/PE; to comfort pupils.

#### (b) Physical Intervention

This may be used to divert/redirect a pupil from a destructive or disruptive action, for example, guiding or leading a pupil by the hand, arm or shoulder with little or no force.

#### (c) Physical Control/Restraint

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. All such incidents must be recorded on a Restraint Form (RF). (see appendix 6)  
The physical techniques taught through Team Teach, provide a gradual, graded system of response commensurate with the situation, task and individuals involved, allowing for phasing up or down as dictated to by the circumstances at the time.

#### (d) Punishment

Although the law allows teachers to discipline a pupil 'whose conduct falls below the standard that could reasonably be expected of them' (Behaviour and Discipline in Schools 2013) it is unlikely that many of the pupils at Newfield School would intentionally exhibit poor behaviour in a way that they can control. Punishments must be 'reasonable' therefore punishments, such as detention, would be inappropriate for the level of comprehension of pupils with learning difficulties. Punishment or sanction will only be considered in the context of the child's Positive Support Plan and will be both individual and appropriate to the needs of each child.

#### 4. Underpinning Values

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school
- be informed about the school's complaints procedure.

#### 5. Staff from the Authority working within the school

Support services will have their own policies of care and control of pupils but visiting service staff will, whilst on school premises, be expected to be aware of and operate within the policy of this school.

Therapists in challenging situations must alert a member of the Senior Leadership Team.

#### 6. Training

Training for ALL staff will be made available and will be the responsibility of the Headteacher. No member of staff will be expected to undertake the use of reasonable force without appropriate training. As previously stated Newfield offers training in 'Team Teach'. Team Teach states that 95% of the strategies employ verbal or non verbal de-escalation and only 5% is the use of physical techniques. The techniques are taught according to the needs of the pupils. (see checklist of physical control / restraint techniques – see appendix 7). Training is a feature of the programme of induction for new staff and is also provided as part of on-going staff development. All class staff receive training in Team Teach and retraining is carried through a rolling programme. (see: Team Teach rolling programme)

#### 7. Rewards

At Newfield School, all staff seek to promote positive behaviour standards at all times. The focus is always on the rewarding of positive behaviours both individually and collectively and to this end the School has a number of reward systems (Star of the Week, Class Charters, Celebration of Achievement awards, individual star charts with appropriate rewards) Acceptable standards of behaviour, work and respect are modelled and encouraged by all staff.

#### 8. Sanctions

It is unlikely that many of the pupils at Newfield School would intentionally exhibit poor behaviour in a way that they can control. However, the sanctions may be used as part of individual Positive Support Plans

and will be tailored to an appropriate level of a pupil's age and comprehension. Examples of sanctions may include:

- verbal reprimand
- being placed on report
- confiscation of inappropriate items e.g. mobile phones

Strategies for dealing with challenging behaviour

Newfield School adheres to the principles of The British Institute for Learning Disabilities (BILD) which states that any strategies for dealing with challenging behaviour should:

- Be in the best interests of the service user
- Employ minimum force for the shortest time
- Prevent injury, pain and distress
- Maintain dignity
- Be reasonable and proportionate
- Be necessary

Positive Handling

Describes a holistic approach to a range of risk reduction strategies which include non verbal, verbal and where 'reasonable and absolutely necessary', physical interventions. Positive handling understands the importance of using de-escalation strategies where possible and being aware of levels of behaviour and the need for an appropriate staff response in order to maximise the opportunity to calm the incident through non- verbal and verbal strategies where possible.

Positive Handling will be supported by documentation, which supports the child and aims to provide security, safety acceptance for recovery, repair and reflection for all concerned.

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Where unacceptable behaviour provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident.

Acknowledgement of unacceptable behaviour with request for the pupil to refrain via:

- a verbal request;
- a non-verbal indicator, such as a Makaton sign for 'No', PECS, or a facial expression.
- an offer of or acceptance of request for 'time out'
- minimal reaction
- re-direction
- reminder of a reward

Where 'time out' is requested or suggested then staff need to choose an area which is suitable for purpose, safe and supervised. (See Appendix 10)

Negotiation, care and concern are the priority here.

Further warnings, either non-verbal or it may be a verbal reprimand meaning:

- that this is the second request for compliance;
- an explanation of why observed behaviour is unacceptable;

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- an explanation of what will happen if the unacceptable behaviour continues.

The pupil is forewarned of the intention to intervene physically. If necessary, staff can summon assistance from other trained staff via the portable radio (walkie talkie).

Physical intervention:

- reasonable force uses the minimum degree of force to prevent a child harming him or herself, others or property for the shortest possible period.

Following any incident resulting from challenging behaviour, pupils should have time to fully calm before being reintroduced to class activities. They may also need time to reflect on the incident in line with level of cognition and understanding. Staff may also need time to calm and to reflect on the incident. If appropriate, there should be a follow up process which creates opportunities for repair and reflection for both the staff and individuals involved. This process allows affected parties to discuss better ways of dealing with potential situations in the future and allows for the re-establishment of communication between the pupil and staff member.

Where a staff member has been affected by an incident of challenging behaviour, they will be offered a period of 'time out' in order to recover. If a further pastoral response is necessary then a referral can be made to, e.g. Occupational Health Unit.

## 9. Recording

If an incident of challenging behaviour takes place, then this must be recorded on an Accident/Incident form (A/I) (see appendix 8) An A/I must contain the following information:

- how the incident developed;
- attempts made to calm the situation;
- names of any staff or pupils who witnessed the incident;
- the outcome of the incident including any injuries sustained, by any pupil or member of staff;
- any damage to property which has resulted;
- whether/how parents have been informed;
- and, after investigation, a summary of actions taken

If any marks or injuries are noticed on the body then the A/I may need to be accompanied by a body map (See appendix 11)

Where physical intervention has resulted in the use of physical control or restraint a record of the incident must be kept. This information should be recorded on an A/I form and on a RF, which are then stored in the school incident files and on the school database. The details will include:

- name of pupil
- date, time and place of incident
- a brief description of the incident and actions taken.

The A/I and RF will be completed as soon as possible after the incident, normally prior to staff going off duty and will be processed by the Senior Designated Person (SDP).

Staff may find it helpful to seek advice from a senior colleague when compiling a report.

After the review of the incident, copies of the RF will be placed on the pupil's file and on the school database.

In the event of an injury which results in absence from work and/or hospital attendance a Health & Safety AI01 (see appendix 9) will need to be completed and returned to the Authority

Where staff have been involved in an incident involving reasonable force they are able to access counselling and support. Within the school, this will be made available through the Senior Leadership Team. Staff may also contact the Directorate Stress line and/or the Local Authority's Welfare and Counselling Section.

#### 10. Action after an incident

The headteacher 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:

- Child Protection Procedure (this may involve investigations by Police and/or Social Services).
- Staff Facing Allegations of Abuse Procedure
- Staff Disciplinary Procedure
- Exclusions Procedure (see BwD)

The member of staff will be kept informed of any action taken.

In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

#### 11. Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be dealt with under the School's Complaints Policy.

The Chair of Governors will be informed of complaints but other governors will not be involved as a complaint may require further action on their part.

In the unlikely event that a pupil makes an allegation against a member of staff this would be treated as a disclosure and investigated under safeguarding to determine whether or not the allegation is malicious and the appropriate course of action to take.

#### 12. Monitoring of incidents

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented on the school database. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Head Teacher to the needs of any pupil(s) whose behaviour can only be contained by the use of reasonable force.

This process will also address patterns of incidents and evaluate trends, which may be emerging.

### 13. Review

The Head teacher in consultation with the staff will undertake systematic monitoring and conduct regular reviews of the Positive Behaviour Support policy and procedures in order to evaluate them to ensure that practice is effective, fair and consistent. The Head Teacher will keep the governing body informed.

The Governing body will regularly review this policy and associated procedures to ensure its continuing appropriateness and effectiveness.

### Equality Duty

Newfield School complies with the general and specific duties of the Equality Act (2010). In accordance with the duty we publish information that demonstrates that we have due regard to the need to;

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

These specific duties have been considered in relation to all our policies and procedures in school. Our objectives will be reported on and published as part of the Governance public documents available for inspection under the Freedom of Information Regulations and Data Protection duties and in the school newsletter to parents.

### Safeguarding

Newfield School is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority

Full copies of Policies and Procedures related to all aspects of Safeguarding, and the Complaints Policy, are available on request from Geoff Fitzpatrick, Head Teacher and Designated Senior Lead for Safeguarding and Child Protection.