Positive Behaviour and Relationships Policy

September 2023

Date of Next Review: September 2024

Person Responsible: Miss Jodie Colbourne (Headteacher)

Old Park School

1. **Governors Behaviour Principles Written Statement**

The purpose of this Statement is to provide guidance for the Headteacher and Behaviour Lead person in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of the school community including governors, staff, pupils and their parents and carers. It also aims to ensure that the School takes full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher with the support of the Behaviour Lead person to draw up the school's behaviour policy, though she must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff, 2016.

The Headteacher must set out measures in the behaviour policy which aim to:
- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure that pupils complete assigned work, and
- regulate the conduct of pupils (Section 89 (1) of the Education and Inspections Act 2006)

The Governors of Old Park School strongly believe that high expectations of behaviour lie at the heart of a successful school that enables (a) all its pupils to make the best possible progress in all aspects of their school life and work and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.

The school's behaviour policy should be based on the following principles –

- All behaviour is a form of communication and serves a function for the individual.
- Pupils who are motivated, and whose personal interests are incorporated into their daily school lives, are less likely to exhibit behaviours of concern.
- The attitudes, perceptions and values of the staff working with pupils can have a dramatic effect on the incidence of behaviours of concern and the effectiveness of how it is managed.
- Pupils do not generally behave randomly, sometimes it might be hard to see the reason behind the behaviour, but it is always there.
- Staff should not place blame on pupils for their behaviour.
- Staff must use fair and consistent vocabulary when describing a pupil's behaviour.
- Every pupil is unique, and that a 'one size fits all' approach to behaviour management is neither helpful nor desirable.
- All behaviour management strategies ought to be in the best interests of the pupil.
- Restrictive Physical Interventions (RPIs) should only be used as a very last resort, and when there is a risk of significant harm to those involved.
- With the right support from adults and the school's systems and processes all children and young people can learn to improve their behaviour.
- We make decisions thoughtfully based on the evidence and our knowledge of our children and young people.

2. Vision Statement

At Old Park our vision, mission and values are driven by four key areas: the unique learner, positive relationships, engaging environments, learning and development. These are at the centre of our school ethos and the principles of each are shared by all members of our school community. They are underpinned by our culture of safeguarding.

Our Positive Behaviour Management Policy reflects our understanding of the complex needs of all our pupils and how this affects their ability to self – regulate and manage their behaviour positively in order to engage with their learning. We aim to take a holistic, whole-person approach to behaviour that encompasses; sensory processing, trauma informed approaches, positive behaviour strategies and appropriate physical environments. The adults who work with our pupils and the relationships they develop are integral to this.

At Old Park School we strongly advocate for the rights of each of our children and young people. Our school rights are based around our curriculum approach, with direct links to the EHCP areas of need. They have been written in partnership with staff, families and pupils.

My Communication
I have the right to make choices and to have my voice heard.

My Thinking
I have the right to learn new things in a fun and exciting way.

My Well-Being
I have the right to feel safe and happy in a school where I can be proud of my achievements.

My Body
I have the right to learn how to keep my body active, clean and healthy.

My World
I have the right to experience and explore the world around me, both in school and in the wider community.

3. Aims and Rationale

We have high expectations for all our pupils in terms of their ability to learn and every day is viewed as an opportunity to develop, practice and extend knowledge and skills. However, one of the biggest barriers to achieving this may be the pupils' difficulty to self- regulate. Access to the curriculum can be severely hindered for a pupil who is emotionally dysregulated. It follows, therefore, that a happy and emotionally regulated pupil is more inclined to make progress due to their readiness to learn and engage. Old Park's aim is to truly understand pupils and their behaviour to improve the quality of life for all of our pupils and their families.

All pupils who attend Old Park School have a range of complex needs which includes Autism and Severe Learning Disabilities. All pupils have an Education Health Care Plan (EHCP). Research suggests that the more severe the disability, the more likelihood there is for behaviours of concern to occur. These behaviours may be more likely in people who have communication difficulties, ASC, sensory impairments, sensory processing difficulties and physical or mental health problems (NICE guidelines, 2015). This means that there is a significant likelihood that some pupils will display some form of behaviours of concern during a typical school day. This policy, therefore, seeks to provide staff, and other key stakeholders, with clear guidelines on how to support the young people that present these behaviours. A consistent behaviour approach amongst all staff is essential, and this begins with a shared understanding of behaviour principles.

4. Legislation, Regulations and Guidance

This policy considers relevant legislation, regulations and guidance including the most recent publications from the Department for Education, Department of Health and the Health and Safety Executive. For young people over the age of 16 years, the Mental Capacity Act is also carefully considered. This policy is also based on the special educational needs and disability (SEND) Code of Practice.

DfE Guidance

- Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx (publishing.service.gov.uk), 2020
- Use of reasonable force in schools - GOV.UK (www.gov.uk), 2013
- School suspensions and permanent exclusions - GOV.UK (www.gov.uk), 2021
- Reducing_the_Need_for_Restraint_and_Restrictive_Intervention.pdf (publishing.service.gov.uk), 2017
- Searching, screening and confiscation at school - GOV.UK (www.gov.uk),2018
- Positive environments where children can flourish - GOV.UK (www.gov.uk), 2018
- SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk), 2020

This policy should be read in conjunction with other school policies relating to interaction between adults and pupils. This includes the school's safeguarding policy. It aims to ensure that the pupils at our school feel safe and secure and learn to modify their behaviour to what is socially acceptable according to pupils' individual levels of understanding and ability.

5. Duty of Care

Teaching and non-teaching staff work in loco parentis and should always be mindful of their duty of care to the pupils. This policy is for the protection of pupils and all teaching and support staff (including student placements). This policy is fully available on the school website and contents are readily available to parents and carers.

6. Positive Behaviour Support

Old Park's philosophy is aligned with the aims and values of Positive Behaviour Support (PBS).

- Positive Behaviour Support (PBS) is an approach that is used to support behaviour change in young people or adults with or without a learning disability. Unlike traditional methods used, the focus is not on 'fixing' the person or the behaviour that challenges itself and never uses punishment as a strategy for dealing with behaviours of concern.
- PBS is founded upon an understanding that behaviours that challenge serve an important function for those who display them.
- PBS is based upon the principle that if you can teach someone a more effective and more acceptable behaviour than the challenging one, the behaviour of concern will reduce.
- PBS requires the assessment and support strategies to be person-centered and grounded directly in information that has been gathered about the pupil and their environment.
- PBS is a framework best viewed as three tiers of support in recognition that sometimes people find things more difficult and may need more support than others. This is represented as a tiered pyramid with each tier building on the next.

PBS is recommended as best practice within various professional practice documents. In 2015, the National Institute for Health and Care Excellence (NICE) produced its own quality framework for supporting people with behaviours of concern and learning disabilities while endorsing the approaches used within PBS.

The DfE has also published the guidance 'Positive environments where children can flourish' where a positive behaviour model was recommended as best practice when supporting pupils that are at risk of displaying behaviours that challenge (DfE, 2018).

At Old Park we follow the 3-tiered support system. A copy of this is shown in *Appendix 1.*

7. Trauma Informed Behaviour Management

There is a growing body of research and understanding of the impact of Adverse Childhood Experiences (ACE) on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive and supportive relationships at its heart. This is particularly relevant following the Covid19 global pandemic.

Our behaviour strategies are both developmentally and trauma- informed. We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour, however, we have high expectations of behaviour for all and support is offered to those having difficulty meeting those expectations. Our aim is to support children and young people to make sense of their experience, find ways to manage their emotions and feelings and ensure that they maintain the capacity to learn, despite difficult events that may happen for them.

8. Total Communication Approach

Old Park School strongly advocates for and promotes working within a total communication environment. Ensuring that all pupils have access to a communication system that allows them to clearly voice that needs, wishes and thoughts is integral to the provision that we provide. This is particularly important when supporting pupils to manage and regulate their emotions and behaviour.

At Old Park we use a range of communication systems including photographs and symbols, Makaton and AAC devices.

More information can be found in our Communication Policy.

9. Staff Training

All adults who support our pupils in school have a duty of care. When staff first join Old Park School that take part in a comprehensive induction programme which includes completion of online modules, reading of key policies and school documentation, face to face discussion. Staff are given a copy of the schools Staff Handbook including Code of Conduct. A copy of the schools Positive Behavior Policy is also included.

Old Park School has an identified Positive Behaviour Support team on site, who advocate for, monitor and review the behaviour systems and approaches in school. This team have completed Team Teach trainer training. They attend an annual refresher to ensure that they remain up-to-date.

Positive Behaviour Support and Awareness sessions are delivered for all staff. Where staff are identified as working directly with an individual or group of pupils who may require more intensive support or the use of physical intervention, then this group of staff also complete Team Teach training.

10. Rewards and Motivators

The reinforcing of appropriate behaviours is an essential component in the learning process and enables the development of skills in all areas of a young person's life. Rewards are those that are given to a pupil after they have behaved in a way that gains an adult's approval. Rewards are tangible and are designed to promote positive behaviour. It is important that class staff work hard to identify individual known motivators which are likely to support this approach.

At Old Park School rewards used may include:
- verbal praise
- messages to parents through diaries or by telephone/messages to other staff
- helping a class or member of staff/having jobs or responsibilities
- having motivating toys, games or activities
- individual and class reward charts
- certificates
- celebrating achievements in assembly
- stickers
- golden time/choosing time
- positive physical feedback e.g. high five

Class teams are discouraged from buying 'prizes or gifts' as part of a rewards system.

Food should not be given as a reward routinely. In exceptional circumstances, food may be used if this has been discussed and agreed by a team of professionals and it forms part of an action plan this is being reviewed regularly and with a clear plan on how to fade this reward out as soon as possible.

11. Sanctions and Consequences

Old Park School recognises that the appropriate use of sanctions in conjunction with rewards has an important role to play in encouraging pupils to take responsibility for their own behaviour. We recognise that sanctions can easily become abusive if applied for too long or with inappropriate use of threat/ emotional intensity. Corporal punishment and after school detentions are never used as sanctions.

Individual sanctions and the withdrawal of privileges, may only be used where a pupil genuinely understands the relationship between the sanction and behaviour(s) displayed and where the sanction is consistently effective in reducing the behaviour.

Management of low level behaviours displayed may be dealt with by short periods of withdrawal from the group if this is considered appropriate and effective. Such withdrawal must always be managed in a positive calm way and the pupil withdrawn must always be observed and not left alone. *See also Seclusion.*

Where it is considered necessary to use a sanction, staff implementing are to always remain calm and give very clear information to the pupil concerned as to the expectation(s) being made of them, using appropriate non-threatening language that is sensitive to the particular needs of individual pupils.

Where it is considered necessary to use sanctions, they are to be:
- realistic, sensitive, enforceable and just
- used in a planned way in situations where pupils have prior knowledge and understanding of the consequences of their behaviour
- applied equitably and consistently
- appropriate to the individual pupil, the behaviour displayed and circumstances
- as far as possible, contemporaneous i.e. applied as soon as possible after an inappropriate behaviour(s) has been displayed

Sanctions that may not be used include:
- time out by putting a pupil out of sight and hearing of staff
- verbal threats or verbal abuse
- use of threats of fears or phobias
- humiliation in front of peers/staff
- use of 'naughty chair/corner'
- the use of distinctive clothing or clothing worn inappropriately e.g. wearing coats back to front as a restraining method
- forcing pupil to eat/drink something they dislike
- withholding of food and drink
- withdrawal of pupils from routine curriculum activities e.g. swimming

The only occasions where it would be considered appropriate for a pupil to miss a curriculum activity is where there is a genuine assessed risk of injury to the pupil/ other pupils/adults/risk of serious harm to property.

Sanctions that may be used are as follows:
- verbal expression of dissatisfaction at behaviour(s) displayed
- putting a situation right e.g. a pupil clearing up a mess they've made
- restricting choice where a pupil genuinely understands this restriction as a sanction
- withdrawal of a treat
- adult withholding attention or participation in social group for short periods
- increased supervision

The practice of removing stars or rewards that have already been earned is incompatible with Old Park's stance on Positive Behaviour Support.

Consideration should be given to the use of 'time-out'. 'Time-out' is very different to the concept of 'time-away', which is the preferred terminology when describing a pupil who is given a break from an activity or setting because they are beginning to show signs of dysregulation.

12. Sensory Processing Difficulties

Sensory Processing is the ability to register, discriminate, adapt and respond appropriately both physically and emotionally to sensory input from the environment. Children and adults living with a disability can often take in, use and process sensory information differently to other people. The way we take in and register, or make sense of sensory information, strongly influences our ability to learn new information, self–regulate, perform activities and to participate in activities with other people.

Staff at Old Park School use differentiated and appropriate strategies to support pupils who present with sensory processing difficulties as part of the pupils' daily sensory diets and routines. Strategies are based on the individual being hypersensitive, hyposensitive, or a sensory seeker to sensory input. School works in partnership with the Occupational Therapist and Learning Disability nurse to address these difficulties with individual pupils.

13. Power to Use Reasonable Force, Seclusion and Exclusion

Further information can be found in the 'Managing Behaviours of Concern' section of this policy.

Reasonable Force

The DfE, 2013 states that:

- All members of school staff have a legal power to use reasonable force.
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them. 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
- 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. 'Reasonable in the circumstances' means using no more force than is needed.
- 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.
- 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.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

At Old Park School the decision to use reactive strategies in supporting pupils who display behaviours of concern will only be used as a last resort and together with a proactive intervention plan. Reactive strategies, whether planned or unplanned, are delivered on an ethically sound basis, using a graded approach that considers the least restrictive alternatives first. The pupil's parents or carers are involved in planning and reviewing reactive strategies whenever possible, alongside other multiagency professionals.

In line with NICE guidance, 2015, when considering the use of restrictive interventions, the following are considered:

- any physical health problems and physiological contraindications to the use of restrictive interventions, in particular manual and mechanical restraint
- any psychological risks associated with the intervention, such as a history of abuse
- any known biomechanical risks, such as musculoskeletal risks
- any sensory sensitivities, such as a high or low threshold for touch

Any planned use of restrictive interventions take place within the appropriate legal framework of the Human Rights Act 1998, the relevant rights in the European Convention on Human Rights, the Mental Health Act 1983 and the Mental Capacity Act 2005, including the supplementary code of practice on deprivation of liberty safeguards.

Restrictive interventions are only ever used in the best interest of the person to protect them or others from immediate and significant harm. Interventions are a reasonable, necessary and proportionate response to the risk presented.

Restraint can take a number of forms. At Old Park School the following are approaches are used:

- Physical restraint (In line with Team Teach principles and training)
- Mechanical restraint: this involves use of a device to prevent, restrict, or subdue movement of a person's body with the aim of controlling their behaviour

- Withdrawal: this involves removing a child or young person from a situation which causes anxiety or distress and taking them to a safer place where they have a better chance of self-regulating
- Seclusion: this refers to the supervised containment and isolation of a child or young person away from others, in a room/area from which they are prevented from leaving. For young people over 16, without mental capacity, use of seclusion which amounts to a deprivation of liberty must be authorised under the Mental Capacity Act 2005.

Schools do not require parental consent to use force, as defined above. However, Old Park School staff will speak to parents about serious incidents involving the use of force and will follow the school agreed formats for recording such serious incidents.

Seclusion

At Old Park School external doors, some internal doors and boundaries are secure. This has been risk assessed and is in line with our duty to safeguard the pupils in our care.

Isolation rooms

The DfE states that schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period. Old Park has two rooms which have previously been designated for this use. These areas are now routinely used as therapy/sensory diet spaces but remain in situ as safe spaces that can be accessed where it is judged that a behaviour is presenting a significant risk of harm that cannot be safely managed. Where a safe space is needed for pupils to calm and regulate, the outside classroom courtyard areas/playgrounds should be used. Due consideration should be given the inclement weather conditions.

Clear guidance developed by school must be followed if seclusion is used. This is detailed later in this policy.

Mental Capacity Act

As Old Park School has pupils up to the age of 19 due regard is taken of the Mental Capacity Act 2005 and Mental Health Act 2007 in relation to pupils aged 16 and over. The Deprivation of Liberty Safeguards inform decisions made. The key principles applied are those of best interests; anything done for or on behalf of people without capacity must be in their best interests and least restrictive intervention; anything done for or on behalf of people without capacity should be the least restrictive of their basic rights and freedoms. In addition, the person should be regularly monitored and the reasons and duration should be recorded.

Exclusion

In more extreme cases schools may use temporary or permanent exclusion. Old Park School is sensitive to the nature of every pupil's learning difficulties and their associated behaviour and this policy clearly states the range of strategies employed by the school to support these. However, Old Park School does not condone the following:

- Persistent disruptive behaviour
- Physical assault against a pupil
- Physical assault against a member of staff
- Verbal abuse against a pupil/member of staff
- Damage to property
- Racial abuse
- Bullying including cyberbullying
- Sexual misconduct
- Theft

There may be occasions when a pupil's behaviour is serious enough to warrant either a fixed term or permanent exclusion, due to the breach of this policy or because allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The length of the exclusion is both determined by, and at the discretion of, the Head Teacher. School exclusions are carried out in line with Local Authority and DfE guidance.

Parents and Carers are notified of their rights to appeal against the exclusion.

14. Anti-Bullying

Old Park School does not condone any form of bullying including cyberbullying or peer to peer and the behaviour support strategies in place for appropriate pupils act as a preventative measure.

Bullying is also a component of the school's PSHE curriculum so pupils have the opportunity to develop their understanding of this. Reflection time is also used to address issues of inappropriate behaviour.

15. **What is a Behaviour of Concern?**

At Old Park School we deem behaviours of concern as any behaviour which:

- reduces the quality of an individual's life
- reduces access to learning
- puts a child or young person at risk (physically or emotionally)
- puts the people around a child or young person at risk (physically or emotionally)
- leads to responses from other people which restrict opportunities for social contact, enjoyment or learning

16. **Understanding Behaviours of Concern**

Analysis of behaviours that concern displayed by pupils at Old Park demonstrate that most typically they fall into the following three categories: Injury to Staff, Injury to Other Pupils, and Disruption to Learning. It is the responsibility of all staff at Old Park School to work with pupils to understand the function and what the behaviour is communicating and then provide appropriate individualised support to enable pupils to reach their full potential.

To understand better the behaviours of concern displayed by children and young people we work with a range of professionals to observe, analyse and identify the function of the behaviour being displayed. These professionals include School Nurse, LD Nurse, Occupational Therapist, CAMHs, Educational Psychologist and SEN Case Officers.

ABC (Antecedent-Behaviour-Consequence) observations are used to support this.

Antecedent: The environment in which the behavior occurs and the circumstances that surround the occurrence of the behavior or people in the environment when the behavior occurs.

Behaviour: The behaviour, what the student actually does, that needs to be defined.

Consequence: Everything that happens after the behavior, including how people respond to the behavior and what happens to the rest of the student's educational program.

Just as all behaviours of concern vary in their complexity and intensity, so too will each behaviour assessment. Some pupils will respond adequately to generalised school-wide approaches such as low arousal classrooms, motivating activities, consistent classroom structures, visual supports and predictable routines. More complex behaviours will most likely require a more rigorous, and multi-disciplinary, form of assessment.

Observation and assessment will provide us with an indication as to whether the targeted behaviour is:

- Sensory Driven - sometimes people enjoy the feeling that certain behaviours give them, such as biting or head banging.
- Escape Driven - sometimes people behave in a certain way in order to avoid, control or get away from, things that they don't like.
- Attention/Interaction Driven - sometimes people behave in a certain way in order to gain attention/interaction, even if it's negative attention/interaction.
- Tangible Driven - sometimes people behave in a certain way in order to gain access to things that they want.

After the function of the behaviour is understood we can be more effective in implementing strategies to help the pupil self-regulate or change their own behaviour by teaching them appropriate functional skills. Understanding the behaviour also allows us to support the replacement of the target behaviours of concern by teaching the young person socially acceptable functional skills.

17. Developing Agreed Behaviour Support Plans (ABSPs)

All pupils who attend Old Park School have an Education Health Care Plan (EHCP). The detail from this plan is summarised in their All About Me profile. This should include day to day strategies and resources a pupil needs to help regulate their emotions and behaviour e.g. access to identified communication system, use of ear defenders in noisy environments. Class teams should ensure that these are consistently embedded into daily provision.

For some pupils they will require additional support to address identified behaviours that challenge.

For pupils who display behaviours which present a risk of harm to themselves or others, than an ABSP should be in place. This plan serves as both a document which details the agreed behaviour responses and as a risk assessment with control measures to reduce possible risk.

Physical intervention and/or seclusion maybe used as an emergency response on one occasion only where an ABSP is not in place. Where this is the case, the class teacher, with guidance from a member of the Positive Behaviour Support team if needed, should verbally discuss future strategies with parents/carers within one working day. An ABSP should then be written, shared and agreed within five working days. Any such incident should be recorded on CPOMS and in the bound and numbered book.

In addition, an ABSP may also be implemented when but not limited to;

- Behaviour management advice and support requested and received from external agency e.g. LD nurse, EP, CAMHS
- Frequent need to access additional space/staffing to regulate behaviour, above that which is routinely planned or accessible
- Substantial increase in Tier 1 behaviours requiring a consistent approach between home and school

ABSPs are structured using a consistent format. This details a pupil's communication method, known motivators and behaviours which present a risk of significant harm. Strategies and approaches are detailed across the six stages of a crises and are structured in relation to the unique learner, the adult/positive relationship, and the environment. An example can be found in *Appendix 3.*

Stage 1 – Calm, Regulated   (Routine, structure, consistency, positivity, praise)
Stage 2 – Anxiety, Trigger   (Support, diversion, reassurance)
Stage 3 – Escalation   (Clear limits, boundaries, choices)
Stage 4 – Crises   (Immediate intervention may include RPI)
Stage 5 – Recovery   (Co-ordinated withdrawal, redirection, monitoring)
Stage 6 - Follow up   (Listening, learning)

The Unique Learner How does the pupil present? What behaviours do they display? Consider possible function of behaviour.

Positive Relationships What is the role of the adult? How should they support? What de-escalation/intervention strategies should be used?

Engaging Environments What should/should not be in the environment? What adaptations need to be made?

A clear record of the agreed use of specific Team Teach techniques is also highlighted. Where a Best Interest Meeting has taken place this will also be recorded on the ABSP.

ABSPs are written to consultation with families. Supporting our young people to have control over their life and develop the ability to make informed choices is fundamental to our approach and practice in all areas. Where possible pupils will participate in the decision-making process and in the planning and review of their ABSP. ABSPs are reviewed twice a year (September and February) across the school but given that they are 'live' document, class teachers in consultation with the Behaviour Lead/Team Teach trainers must regularly update them if the behaviours presented change/evolve to ensure a consistent, pro-active approach.

18. Proactive and Reactive Strategies

Proactive strategies are interventions which are used on an ongoing basis in an attempt to reduce the likelihood of occurrence of behaviours that challenge (sensory breaks, reward systems, verbal praise, environments, and visual timetables).

Reactive strategies are designed to keep the person and those around them safe from harm. They provide a way to react in a situation where the pupil is dysregulated and putting themselves or others at risk (distraction, redirection, suggesting time away, reminding of rewards, RPI). When a behaviour of concern occurs, or is likely to occur, staff follow a gradient which is preventative and supportive, using the strategies which are least restrictive and least likely to cause distress to the child or young person.

19. The Unique Learner

Throughout the day activities are personalised to the pupils' individual needs in order to provide positive experiences in which children and young people will want to participate. In planning activities, teachers will take account of:

- effective communication models/strategies
- individual likes and dislikes
- the level of structure and predictability needed
- the level and type of support which helps at a time of anxiety or frustration
- how individuals make choices and the choices which are important to them
- how much personal space an individual needs
- attention span
- what individuals find easy or challenging
- friendships and key relationships and any difficulties with specific people
- how they respond to adults and other children
- sensory needs
- health needs including levels of fatigue
- advice from other professionals e.g. SaLT, OT, EP, Physiotherapist
- information from families about preferences and favourite activities

20. Positive Relationships

Scaffolding and Modelling

The promotion of positive behaviours in our expectations is an essential part of fulfilling our vision. The following are the things we do to support our children and young people to manage their own behaviour successfully.

- Routines
- Develop positive relationships with our young people
- Focus on functional communication
- Classroom Rules and expectations

- PSHE Curriculum
- Pupil debrief sessions
- Interventions
- Teaching of functional skills
- Teaching coping mechanisms
- Modelling positive behaviours

21. Engaging Environments (Supportive and Functional)

Old Park School sets high standards for the general appearance of classrooms, and for their upkeep as the environment in which pupils are taught can have a significant impact on their behaviour and engagement.

In addition, one of the foundation values of Positive Behaviour Support is the focus on fixing the environment around a person, not the person. Therefore, by adapting the environment we can support our young people to minimise behaviours of concern and improve their quality of life. A supportive environment depends upon the attitudes and actions of the people in the environment. A functional environment depends upon the environment's suitability for meeting a person's needs.

A supportive environment is characterised by:

- a calm, purposeful working atmosphere
- friendliness
- happy working relationships
- flexibility
- responsiveness to needs
- a caring attitude amongst staff
- tolerance
- optimism and high expectations
- clear and consistent boundaries for acceptable behaviour

A functional environment is:

- safe and secure
- tidy, uncluttered and clean
- strongly visual
- clearly demarcated for activities
- labelled appropriately to the pupils' needs
- optimally stimulating
- sufficiently resourced

The right to a supportive and functional environment is recognised for staff and pupils alike, and responsibility for maintaining this environment rests with every member of the school team. As pupils develop, their learning environment should develop alongside them; therefore, constant review and evaluation are necessary to ensure the environment remains both supportive and functional.

22. Use of Barriers

Physical barriers may only be used when there is an identified risk – for example, lessons may be organised so that a child or young person is seated behind a table to reduce the risk of hurting other children or interfering with learning. Padded helmets may, in exceptional cases, be used to prevent or reduce harm from self-injurious behaviour. They are only used as a last resort when alternatives have not been effective and following a multi-disciplinary assessment of the child or young person's needs involving school staff, parents and an Occupational Therapist.

Wheelchairs or specialist seating may have straps or supportive harnesses which are designed for safety and support but also prevent children and young people moving freely. The use of such seating for children and young people who have a degree of independent mobility must be fully discussed with parents, school staff and the Physiotherapist or Occupational Therapist to ensure a balance between physically appropriate positioning and freedom of movement. While straps and supportive harnesses may be used to keep children and young people safe (e.g. preventing them from falling out of a chair), they must never be used simply to prevent a child or young person from leaving an activity.

Walking reins are at times used to support pupils when transitioning around school and during offsite visits within the community. Any such use is agreed with parents/carers in advance and a Personal Handling Plan is implemented. All staff receive a copy of the generic walking reins safer people moving and handling.

Where a risk assessment has ascertained that a pupil may pose a risk to themselves or others whilst on transport, then a Houdini harness maybe used.

23. Offensive Weapons

An offensive weapon is any article which is made, intended or adapted to cause injury. These can include:

- Those that are made as an offensive weapon (e.g., knuckle-duster, dagger) or adapted (e.g. broken bottle) for use for causing injury to the person; and
- Weapons not made or adapted (e.g., kitchen knife, spanner, hammer) but intended by the person having it with them for causing injury to the person.

If we suspect that a pupil has a possession of a weapon (or a pupil says so) staff may conduct a search. When completing a search, staff will ensure the following:

- That there are two members of staff in the room.
- That the search is conducted discreetly.
- That the purpose of the search is explained to the pupil.
- A record of the reason/s for the search, along with the time, date and location of the search and any items found is completed on CPOMS
- Parents/carers are informed that a search has taken place and the reasons why

24. Reporting and Recording Behaviour Incidents

Incidents of behaviours of concern are recorded on CPOMS within 24 hours of the incident (Same day if RPI/seclusion used). Where a restrictive physical intervention/seclusion has been used, a bound and numbered book reference number MUST also be included. SLT should be informed at the time and parents notified in person. The CPOMS behaviour incident form should only be used for behaviours witnessed in school hours (onsite or offsite). Where information is given about behaviours at home or on transport, this should be recorded as parental contact or multi-agency contact.

When writing incident reports, staff should follow the same principles as when recording safeguarding concerns. The report should be concise, factual and professional. Staff should avoid using highly emotive language.

Incident reports are kept as part of a pupil's school record in line with our data retention policy.

Further information can be found in Appendix 4 Behaviour Recording Prompt Sheet v4.

25. Behaviour Incident Debrief Sessions

Old Park School strongly believes in the importance of having the opportunity to reflect and debrief following a behavior incident. Class teams are encouraged to discuss incidents to ensure consistency of approach.

There may be occasions where a debrief session is scheduled with a member of the PBS team and SLT where appropriate. Such occasions may include but are not limited to:

- Where a previously unknown significant behaviour has occurred
- Where a behaviour incident has been lengthy, required the support of additional staff or high levels of RPI
- Where poor or inappropriate practice has been observed

This notes from these sessions are recorded on the individual pupils CPOMS record.

Positive Handling

26. Physical Contact

Physical contact and positive touch are important and may be used routinely for any of the following reasons:-

- Communication – To reinforce other communication or to function as the main form of communication in itself. To respond non-verbally or to respond to another person's own use of physical contact for communication and to make social connections. This is particularly likely to occur during intensive interaction or day to day greetings (handshakes etc). On body signing is also used for pupils with multi-sensory impairments, especially to prepare for the start of an activity and to let them know when it is finished.
- Education - As part of the process of establishing the fundamentals of communication for people at early communication levels. To direct children in educational tasks and essential skills.
- Support or Guidance - For example during transitions between activities and during swimming or P.E. sessions.
- Play - Play activities naturally include touch. People of any age who are at early levels of development are likely to be tactile and physical.
- Therapy – For example massage, sensory stimulation, physiotherapy, rebound therapy, TacPac.
- Emotional Comfort – To communicate affection and warmth. To give reassurance, to communicate security and comfort. To enable the person to develop understanding of these positive emotions and the ability to communicate them.
- Personal Care including medical and nursing care
- Physical Support to People who have Physical Difficulties – For example transfers in and out of wheelchairs and in order to guide people between places, rooms or activities.

27. Positive Handling, De-Escalation and Physical Interventions

At Old Park School we believe there is a clear distinction between physical contact/touch, restrictive and non-restrictive physical interventions. At Old Park no physical intervention is used unless it demonstrably considers the welfare of the pupil, it is in their best interest, is proportionate and balances the rights of both staff and pupils. None of these methods are used as sanctions or punishment or as a response to staff shortages.

Old Park School acknowledges that restrictive physical techniques are only a small part of a whole school approach to positive behaviour management. Old Park actively uses de-escalation techniques to support behaviour management. This may include but is not limited to:

- Change of face
- Change of location
- Distraction
- Addressing basic needs
- Calming stance
- Use of sensory diet strategies

28. Non-Restrictive Physical Interventions

This is a proactive, supportive strategy to divert a pupil from a disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant. It can also assist pupils where they have the choice to move away from the cause of distress without the need to touch the pupil.

At Old Park every effort is made to resolve conflicts positively using a gradual, graded system of response.

29. Restrictive Physical Interventions

The term 'restrictive physical interventions (RPI)' refers to 'any method of responding to behaviours that challenge which involves some degree of direct physical force to limit or restrict movement or mobility' (Harris et al, 2008). The Section 93 of the Education and Inspections Act 2006 and the Use of Reasonable Force (DfE, July 2013) allow the use of or physical restraint, as a last resort and where there is no other acceptable alternative. It clearly outlines 4 areas when use of reasonable force is justifiable:

- To prevent a pupil causing injury to themselves
- To prevent a pupil from seriously damaging property
- To prevent a pupil causing injury to others (students or staff)
- To prevent a pupil from causing serious disorder

There is no legal definition of what reasonable, proportionate and necessary is however at Old Park School all instances of Restrictive Physical Interventions (RPI) should:

- Use the minimum degree of force necessary for the shortest period of time.
- Be proportionate to both the behaviour of individual pupils and the degree of harm / damage they are likely to cause.
- Only be used when all opportunities to de-escalate a situation have been exhausted.
- Never use force to ensure compliance in circumstances where there is no risk of injury, serious disruption or serious property damage.
- Should only involve the use of a Team Teach Technique that staff have been trained in the use of. However, in emergency staff will act within the best interest of the child.
- A distinction will be maintained between the use of an emergency intervention, which is appropriate to a particular circumstance, and the use of planned intervention.

An emergency RPI may be employed in response to an incident requiring a rapid physical response (for example a child running on to a road).

At Old Park School, identified staff are trained in the following restrictive physical interventions:

- Single person single elbow
- Single person double elbow
- Two-person friendly hold
- Two- person single elbow
- Two-person figure of four
- Two-person double elbow
- Two-person single elbow in chairs

- Disengagement - Arm response
- Disengagement - Neck response
- Disengagement - Bite response
- Disengagement – Clothing response
- Disengagement - Hair response
- Small person bean bag

Following an incident where a restrictive physical intervention has been used, the incident must be recorded on CPOMS on the day of the incident occurring. In the case of physical injury occurring to the pupil and/or other students or staff appropriate an incident/accident forms also need to be completed.

30. Dynamic Risk Assessment

At Old Park School we use dynamic risk assessments when supporting pupils and potential behaviours that challenge. A dynamic risk assessment is done in real time. It involves stopping, thinking and evaluating the likely outcome of the available options before deciding which to choose. In line with Team Teach training and guidance, a good rule of thumb is to ask yourself: 'What would you want somebody else to do in similar circumstances if that was your child or loved one?'

31. Personal Protective Equipment

If a pupil's risk assessment includes past incidents and tendencies for biting, pinching, grabbing hair, scratching or any other behaviour that can put the staffs' health and safety at risk, then the school will supply appropriate PPE. In this case the appropriate piece of equipment will be named on the pupil's ABSP.

32. Monitoring

The use of RPI is monitored on a regular basis through the use of the CPOMS system. The purposes of monitoring are to:

- Promote the well-being of the pupils
- Identify any emerging patterns or trends
- Review practice
- Inform the Governing board and other agencies as appropriate

33. Responding to complaints

The use of physical support interventions can lead to allegations of inappropriate or excessive use. In the event of a complaint being received by school, the matter will be investigated and where appropriate dealt with in accordance with agreed procedures for handling allegations against members of staff (outlined in Dudley LA's Disciplinary and/or Child Protection Procedures).

Old Park School understands the importance of safely obtaining and storing personal data and is committed to following all aspects of UK General Data Protection Regulations (GDPR). All information gathered and held in respect of this policy will be protected in line with current General Data Protection Regulations and the Data Retention Policy.

This policy is reviewed during the course of the year in the light of effectiveness of approaches and will be amended where necessary at least annually.

Shared via Governorhub 26.09.2023   To be approved at Autumn term 2023 FGB

J.Colbourne, September 2023