

Yewstock School

# Behaviour Policy

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## Yewstock School

### **Behaviour Support Policy**

#### **Introduction**

This policy reflects the values, ethos and philosophy of Yewstock School in relation to behaviour support. It provides guidance on the procedures in place when working with pupil behaviour including, the identification of needs within Yewstock School, and the organisation of specific arrangements. This policy includes guidance relating to: Restrictive Physical Interventions (RPI) and Supportive Touch.

This policy is a working document and as such it reflects both the practices that are carried out and those to which the school is striving. The policy is agreed upon by the whole teaching staff and presented to the Governing Body. The document is available for interested parties. The implementation of this policy is the responsibility of all staff.

At Yewstock all staff receive training in behaviour support. All teachers and teaching assistants complete training on the whole school approach to therapeutically managing behaviour called "Therapeutic Thinking", previously called "Dorset Steps" and is adapted from the original work by Angela Wadham. The term "Steps" is drawn from the Norfolk County Council statement on inclusion: *"The process of taking necessary **Steps** to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life."* This statement reflects the philosophy, policy and practice at our school.

This policy has referenced or been informed by: 'Keeping Children Safe in Education (KCSIE) 2022', 'Behaviour in schools', September 2022, 'Reducing the Need for Restraint and Restrictive Intervention', June 2019, 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings', May 2019, 'Mental health and behaviour in schools', November 2018, and 'Use of reasonable force - Advice for headteachers, staff and governing bodies', July 2013, 'The Education Act', 1996, 'Searching, screening and confiscation: advice for schools', September 2022.

#### **Rationale**

At Yewstock School it is recognised that appropriate behaviour and good order is a necessary prerequisite to effective teaching and learning. Every member of staff strives to develop the whole person, including spiritual, moral, social and cultural education. This requires teaching an understanding of our school values (See appendix A):

- Communicate well
- Show Respect
- Find joy in learning
- Be kind, caring and considerate
- Strive for excellence.

All the pupils who attend Yewstock School have a range of learning difficulties, communication difficulties, physical disabilities and social, emotional and mental health difficulties. This is likely to affect all areas of their learning and functioning, including communication skills and learning the conventions of society. It is recognised that, some pupils require structured support and guidance in order to enable them to live full and valued lives in spite of cognitive, communication, physical, emotional and / or behavioural difficulties. The significant behavioural challenges presented by a small number of pupils mean that, in order to reduce the risk of harm some form of restrictive physical intervention may be unavoidable.

At Yewstock School, every member of staff shares a responsibility to support pupils to demonstrate behaviours that enable fulfilling relationships and full participation in learning activities. This policy explains the philosophy and practices of the school in meeting the needs of learners who display behaviours that “challenge” others and increase the risk of harm. It is the duty of all staff to follow all policies, guidelines, reporting procedures, as well as specific individual behaviour support plans and risk reduction plans relating to promoting positive behaviour.

### **Shared Values**

The Yewstock Behaviour Support policy reflects the shared values, aims and practices of the school. These are expressed in our vision statement: “A special place for everyone to learn achieve and be valued.” This statement encapsulates the belief in a collaborative, supportive community where all members learn and develop together, within a culture that reflects positive attitudes and beliefs, and which ensures that everyone is treated with respect and dignity. It is the duty of the staff to provide positive and stimulating experiences and opportunities for their pupils to support them to display pro-social behaviour.

At Yewstock we strive for every member of the school community to demonstrate the Yewstock school values at all times.

At Yewstock School we recognise that the learning process is about the quality of relationships and that young people learn better when they have a mutually respectful, emotional attachment to the person imparting information, knowledge or who is providing support.

### **Training and Support**

All staff receive training to develop their knowledge and skills for managing behaviour. All teaching and support staff complete regular training through staff meeting time and/or annual refreshers of the principles outlined in this policy. Yewstock School’s Therapeutic Thinking tutors deliver, monitor and record staff training. Each training session delivered will be recorded on the staff computer network. Yewstock School’s Therapeutic Thinking tutors are overseen by the Therapeutic Thinking lead, Aisla Maclean-Wood, in collaboration with the Therapeutic Thinking leaders across the TADSS group. The school leadership team advise and support all staff to manage behaviour effectively, in line with this policy. Staff also support each other and have a responsibility of supporting colleagues to maintain positive and effective behaviour management techniques in line with this policy.

Any staff requiring additional support should refer to the ‘Collaborative Steps to Successful Behaviour Management’ document (see appendix B)

All Therapeutic Thinking tutors complete annual training to maintain their level of expertise and collaborate with Therapeutic Thinking tutors from other schools to collaborate or support, if necessary.

All training, support and planning materials are available to all staff on the school network. Two of these tutors complete additional training in Principles of Restraint Reduction and Elimination and lead on behaviour across the school (Behaviour Lead and Assistant Head (College)).

### **Conscious and Subconscious behaviours**

In order to fully support all pupils and manage behaviour effectively, staff will first understand that behaviour is a form of communication, which derives from experiences and feelings. It is the responsibility of the staff working with each pupils to seek to understand what is being communicated.

An important aspect of the training that staff receive is understanding that some behaviours are conscious (behaviours over which the person has a choice) and others are subconscious (behaviours over which the person does not have full control) and that assessments must identify whether a problem behaviour is conscious or subconscious as this will have an important bearing on planning and practice.

Differentiating and planning for conscious versus subconscious behaviour is completed using the Therapeutic Thinking Analysis and Planning Tools.

In order to assess conscious behaviours, the adult should consider such things as:

- What is the expected outcome of the behaviour?
- What is the motivation to behave anti-socially?
- What is the motivation to behave pro-socially?
- What are the expected consequences?
- How can the adult impact on the young person's beliefs and values?

To assess subconscious behaviours the adult needs to consider such things as:

- Are there medical issues?
- Is it a phenotype behaviour (relating to a genetic disorder)?
- What may be causing anxiety?
- What may be causing confusion?
- What is stimulating the young person?

### **Key areas of learning**

The key areas of learning at Yewstock School specific to the enhancement of behaviour and related skills are:

- Communication
- Personal, Social and Health Education
- Physical and sensory development – Including Physical Education

Progress in these areas will often reduce the need for a pupil to present challenging behaviours.

We recognise that our pupils all have Education, Health and Care Plans (EHCPs) related to their Special Educational Needs and Disabilities (SEND), pupils may have difficulties with:

- Communication.
- Short and long term memory
- Maintaining concentration
- Understanding abstract concepts
- Establishing and maintaining effective and meaningful relationships
- Understanding the effect their actions might have upon others.

### **The way we teach positive behaviours**

At Yewstock we teach positive behaviours through:

- Developing positive relationships
- Role modelling
- Consistency
- Planning
- Scripts and routines
- Positive phrasing
- Positive reinforcement

- Comfort and forgiveness
- Educational consequences

### **Key elements in planning**

All staff should focus on de-escalation and preventative strategies rather than focussing on reactive strategies. Yewstock School provides structure and guidance in assessment and planning, through the Therapeutic Thinking approach, which is followed when planning for individual pupils. It is the responsibility of every member of staff to seek to understand the behaviour of the young person. It is the responsibility of the staff planning for the pupil to continually develop planning to reflect practice and practice to reflect planning, to strive towards managing the pupil's behaviour therapeutically.

The key elements to inform all planning are:

- Think
- Plan
- Respond

The Therapeutic Thinking Analysis and Planning Tools should be used to inform, structure and implement planning of behaviour management. The template for this tool and all other Steps documents and tools are located on the staff computer network: T:\Teaching Staff\Dorset STEPs\Master documents.

A step by step flowchart to inform planning can be found in appendix D.

When planning and supporting pupils it is important that adults consider that:

- There will always be a reason or purpose behind any behaviour, whether conscious or subconscious.
- Some behaviour may be challenging and can place the young person as well as other people at risk.
- It is the responsibility of those adults working to support the child, to try to understand the motivation behind the behaviour; to try to interpret the behaviour from the child's point of view.
- The child will exhibit their behaviour in order to try and get their need(s) met. Adults planning to support the child must try to find more appropriate means for the child to meet these needs.

### **A Therapeutic Approach**

At Yewstock we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a child is presenting difficult or dangerous behaviour and change the circumstances in which the behaviour occurs. The Therapeutic Thinking Analysis and Planning Tools provides an assessment / planning tool called the Therapeutic Tree to assist staff in this area. All staff at Yewstock are striving to provide positive experiences for all pupils to provide maximum opportunity for positive behaviour.

### **Risk assessment**

When a child repeats a behaviour(s) that may place themselves or others at risk of harm, we use a series of progressive planning tools, depending on level of need, starting with Early Prognosis Tool, then a Predict and Prevent Plan and finally an Individual Risk Reduction plan should be developed using the Therapeutic Thinking Analysis and Planning Tools. This will include the behaviour management strategies that have been developed from the tools listed previously in

this policy and must constantly be adjusted to reflect practice. The team, led by the class teacher, has responsibility for the continued development of this document. This document will be created by the class teacher and agreed with parents/carers, relevant professionals working with the pupil and the Head of Key Stage and Assistant Headteacher at Yewstock.

### **When faced with a challenging behaviour**

Any adult seeking to support a child whose behaviour is presenting a challenge can act in a way that can make the situation worse or can calm the situation. It is the responsibility of adults at Yewstock to follow the guidance provided in the Therapeutic Thinking training, as well as any individual planning to support the child. This can be achieved through one of or a combination of the following as appropriate:

- Positive phrasing e.g.
  - "Stand next to me"
  - "Put the toy on the table"
  - "Walk beside me"
- Limited choice e.g.
  - "Put the pen on the table or in the box"
  - "When we are inside, lego or drawing"
  - "Talk to me here or in the courtyard"
- Disempowering the behaviour e.g.
  - "You can listen from there"
  - "Come and find me when you come back"
  - "Come down in your own time"
- Use of a De-Escalation Script e.g.
  - *Use the person's name* – "Jason"
  - *Acknowledge their right to their feelings* – "I can see something is wrong"
  - *Tell them why you are there* – "I am here to help"
  - *Offer help* – "Talk to me and I will listen"
  - *Offer a "get-out" (positive phrasing)* – "Come with me and..."

### **Consequences**

At Yewstock adults have the responsibility to use educational consequences, which have a relation to the difficult/challenging behaviour and as a result help the young person learn and develop positive coping strategies/behaviour. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behaviour. Staff should take every possible opportunity to employ educational consequences to reinforce learning. This should use techniques which allow the pupil to best engage and respond to the learning, e.g. PECS, social stories, comic book stories, assisting with repairs and restorative meetings. Protective consequences are consequences which limit freedom to manage harm and reduce risk. These may include: limiting access to play resources; escorted when moving between classes and breaks at different times. Protective consequences are always accompanied by educational consequences so that the pupil may learn the skills necessary to regain the freedom.

Additional intervention for the opportunity of educational and protective consequences includes the use of 'Repair and Restoration', a short period away from peers for staff to focus on rebuilding relationships, helping the pupil learn from a negative behaviour in order to build internal discipline and reintegrate into class positively and successfully.

## **Sexually Harmful Behaviour - Managing Sexist Comments, Sexism, Sexual Harassment and Sexual Violence**

Sexist comments are those which discriminate based on sex and gender and sexism includes behaviour or attitudes that create stereotypes of social roles based on sex/gender.

Sexual harassment is any unwanted conduct of a sexual nature, such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes in a sexual manner or online harassment (see E-Safety Policy) and sexting (see Sexting Policy).

Sexual violence means rape, assault by penetration or sexual assault (intentional sexual touching).

Staff are supported to recognise and prevent sexually harmful behaviour and receive weekly safeguarding updates which include reporting and managing this. Our RSE Policy outlines how we work with our pupils to help them understand consent, what respectful behaviour looks like, body confidence and self-esteem and healthy relationships. The RSE curriculum teaches what healthy sexual behaviour means, how to keep safe and what to do if concerned.

Our school response to any incident, witnessed or reported, will be proportionate, considered, supportive and decided on a case-by-case basis (See Safeguarding and Child Protection Policies).

When managing incidents, school will consider the age and developmental stage of the alleged perpetrator, the nature and frequency of the alleged incident and balancing risk management and consequences alongside education and safeguarding support.

Depending on the incident we may:

- Manage the incident internally,
- Refer to early help,
- Refer to children's social care,
- Report to the police.

Whilst we will not tolerate sexually harmful behaviour we will support victims and perpetrators with the same principles outlined in this policy, to reduce/remove risk, educate and support moving forwards, finding the best outcomes for both. The needs and wishes of both will be taken into account when managing support.

It is essential for staff to report all behaviour including 'lower-level' incidents, this helps to prevent normalisation of any unacceptable behaviours. All staff will instil this approach in pupils too. Staff address any inappropriate behaviour in line with the rest of this policy.

For any sexually harmful behaviour incidents, no matter the severity, parents/carers are informed on the same day. We support parents to take the same approach by condemning the behaviour but encouraging communication about the behaviour, including what is and isn't acceptable. We work with parents to work towards a solution together, including outside support agencies, where necessary.

### **Searching and Confiscation**

The School and DFE identify prohibited items as:

- Knives or 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
  - Cause personal injury (including the pupil) or damage to property

The priority of the school is to safeguard and protect the rights of all pupils, the wellbeing of pupils suspected of having prohibited items is balanced with the risks to themselves and other pupils of the presence of these items.

In all circumstances, if a prohibited item is suspected, pupils will be supported and encouraged to hand to staff, utilising the principles and methods of behaviour support laid out within this policy without the need for a search, including supporting individual's communication needs at all times.

The Headteacher will authorise any search to be carried out, but first will consider the following impacts:

- Physical loss of privacy when clothes, bags, or possessions are searched
- Loss of a sense of security, if they feel they are being monitored and searched without reason
- The impact to a pupil's dignity or reputation if they are unduly searched or suspected of possessing prohibited items,

The headteacher will gain consent from the pupil for the search, if this is not given, the headteacher will ask staff for the basis of the search and what reasonable grounds there is to authorise a search and make an informed decision based on the most positive outcome.

If a search is authorised, this will be completed by a member of the leadership team of the same sex, whilst in the presence of another member of staff, in a private location away from other staff or students. The only exception to this is if there is a risk of serious harm if the search doesn't happen immediately.

Before a search, whenever reasonably possible, parents/carers will be contacted to inform of the search of a prohibited item. In all circumstances, parents/carers will be informed of the full details of the search, as well as the pupil's named social worker.

Staff conducting the search may search bags, possessions and pockets, but will not ask students to remove any items of clothing.

During the search, staff will maintain the therapeutic principles outlined in this policy and support and reassure pupils as much as possible to minimise the negative impacts of the search.

The police will only be called into school, as authorised by the Headteacher, as a last resort once all other approaches have been exhausted. The Headteacher will weigh up the risks to the pupil's mental and physical wellbeing with the need to conduct a search.

Any searches', including those conducted by the police, full details will be recorded on MyConcern and DSL informed (see safeguarding policy).

If a prohibited item is handed over or found as the result of a search, the pupil will be treated as vulnerable and will be treated as a safeguarding matter (see safeguarding policy). It may also be referred to the police by the DSL. Confiscated items will be retained, disposed of or given to the police, as per DfE guidance.

Searching and confiscating electronic devices – The Headteacher and authorised staff members (leadership team) may examine any data or files on an electronic device that they have confiscated, if there is good reason to suspect that the device has (or could be used to): Cause harm, undermine the safe environment of the school or disrupt teaching, commit an offence. The decision to search an electronic device will follow the same principles as outlined above.

If an item is not found, the pupil will be supported to cope with the experience of being searched. The Headteacher and DSL will also consider the wider safeguarding issues that may have informed the decision to request a search in the first place.

## **Exclusion**

Exclusion will only be used as a consequence to behaviour which needs additional time to plan for the appropriate provision of a pupil.

Permanent exclusion will be a last resort. Permanent exclusion would only be implemented if allowing the pupil to remain in school would seriously risk harm to the education or welfare of themselves or others. (See Exclusions policy)

## **Punishment**

Punishment is seen as a sanction imposed by an adult which does not have a direct relationship with the problem behaviour, as a result punishment can harden and numb the child, produce obstinacy, sharpen the sense of alienation and strengthens the power of resistance. Punishment relies on external discipline. Punishment is not used at Yewstock School.

## **Recording and Reporting Behaviour**

It is important to record incidents of behaviour in order to identify patterns or triggers and evidence for the Matrix Locator funding; both of these things will enable us to best support the child or young person. An Incident record should be completed for anything which is considered to be more than 'low-level anti-social behaviour'. This should be completed by the staff managing the incident and logged onto SIMS, notifying the class teacher the same day as the incident, as soon as reasonably possible, the teacher will notify parents of any incidents of physical or psychological harm, damage to property or other behaviour which teachers, professionals or parents are tracking. For serious incidents, the Head of Key Stage and the Assistant Headteacher will be notified the same day, as soon as possible. This will be discussed (via telephone or in person) with parents that day by teacher, HoKS or AH. For significant, dangerous incidents, a member of the leadership team will be notified immediately and parents informed as soon as reasonably possible (via telephone or in person). A note that parents have been informed will be recorded on the SIMS log along with any key additional information. Parents will be informed following discussion with staff present/involved. Staff will use factual, non-judgmental language. A Serious Incident Report form (appendix C) will be completed, following any significant, dangerous incident, this will provide structure for staff involved to analyse the behaviour and plan how to support the young person to move on and prevent future occurrences.

Behaviour considered a safeguarding issue will also be recorded on MyConcern and DSL informed (see safeguarding policy).

An outline of the recording and reporting process can be found in appendix B, Collaborative Steps to Successful Behaviour Management. This document is shared with all staff and staff have it available at all times.

## **Monitoring and Evaluation:**

The Head Teacher will provide data as required by the Governing Body in relation to the following:

- fixed-term and permanent exclusions and analysis of specific behaviour (See Exclusions Policy)
- a record of the behaviours which have been detailed in the Behaviour Log with analysis
- instances of bullying and actions taken as recorded
- incidents of verbal abuse or language relating to protected groups or

- actions relating to support provided for victims of bullying
- instances of any restrictive physical intervention (RPI) that has been used

This data will enable the Governors to monitor the impact of this policy over a period of time (usually one year).

Yewstock Behaviour Lead will analyse all behaviour records on SIMS from the previous week and ensure all have been addressed and recorded effectively. If trends or follow ups are required these are identified by the behaviour lead and guidance is given for the necessary next steps, in line with this policy. Behaviour data is shared with the leadership team, as well as other key leaders, weekly.

Pupil behaviour is discussed weekly at Leadership and Management meetings.

Data on restrictive physical intervention is shared with the leadership team termly. Anonymised RPI data is shared across the Dorset Therapeutic Thinking Leaders group for monitoring and support.

### **Physical Intervention and Supportive Touch**

Touch and physical contact is essential in order to provide sensitive, high quality care and educational provision. Used in context and with empathy, touch supports the development of natural interactions with the young people we teach and care for. This policy sets out the reasons for physical contact between an adult and child. Some elements of touch/physical contact may relate to Intimate Care Plans (please refer to Intimate Care policy), manual moving and handling (please refer to Manual Moving and Handling Policy) or individual medical, therapy or sensory integration plans.

#### **Purpose of touch and physical contact at Yewstock School**

Touch and physical contact may be used for:

- Communication e.g. placing a hand on someone's shoulder/elbow when speaking to them, to greet someone by shaking hands and to celebrate success with 'high fives' (using and teaching appropriate force for this). To support early communication e.g sensitively directing / guiding / supporting children in an educational task
- Transitions e.g during changes between activities
- Learning e.g. to assist, prompt and enable interactions with peers and staff. To support engagement with resources and classroom activities, to learn through Tac Pac and Body Signing. And sensory integration activities (specific activities which involve touch will be included in an individual's sensory integration plan)
- Play i.e. many play activities naturally involve touch. People of any age who are at an early stage of development are likely to be tactile and physical
- Therapy e.g massage, physiotherapy, rebound therapy, Intensive Interaction
- Emotional reasons e.g to communicate affection and warmth, to give reassurance.
- Purposes of care:  
touch is necessary in order to carry out personal care for many
  - To give medical and nursing care.
  - Physical support to people who have physical difficulties e.g. transfers in and out of wheelchairs, to guide people between places, rooms or activities
  - Protect children and young people from danger by reasonably physically intervening.

## Guidelines

Staff need to be clear and open about why they are using touch and be able to explain their practice. There must be clarity and transparency in issues of touch.

The use of touch should be discussed openly and regularly between staff. People of any age can want and need physical support / touch. Clear guidance and training is delivered through Therapeutic Thinking to all teachers and support staff, however any staff can and will be supported with appropriate training.

Staff may hold a primary aged pupil's hand to guide them but if the child resists staff must either go with the child or release their hand. For secondary or older pupils, where staff feel physical support to guide or escort is appropriate, staff should follow the Therapeutic Thinking training on guiding and escorting. The guidance for individual pupils may differ if they have an individual Manual Moving and Handling Plan (see Yewstock's Manual Moving and Handling Policy).

Staff should not cuddle/hug a child. If a child attempts to do so the member of staff should encourage the child to accept a side hug supporting their shoulders and upper arm. Side hugs should be used to offer comfort, reparation and to show support. Pupils should not sit on staff's laps – pupils attempting to do so should be gently guided to sit next to the adult and supported, if necessary; close proximity, holding hands, linked arms or supportive arm are appropriate methods of support. These and any other physical contact deemed appropriate will be addressed through teaching to prevent further occurrences.

Staff may be concerned about the issue of age-appropriateness; however, the developmental age and emotional and communication needs of the individual are far more important than actual age. While gender, physical development and cultural factors have relevance in issues of touch, the emotional and communication needs of the individual are due equal consideration. Staff should be sensitive to any verbal and non-verbal communication from pupils that might indicate that they don't want to be touched. It should always be considered by staff that for touch to provide positive experiences it should be consensual.

Staff should be sensitive to any changes in the child's behaviour (e.g. overexcitement or negative reactions) that might indicate the need to reduce or withdraw touch; particularly during play. Significant changes in behaviour should be clearly recorded on MyConcern (see safeguarding policy) informing the DSL.

The pupils we support should be given opportunities to touch each other while interacting and playing as would happen naturally for any child or young person. Attention should always be given to ensure that both parties are happy with this and will cease if either is not.

Staff must be aware of potential hazards in respect of sexual issues:

- staff must be sensitive to the danger of touch being misunderstood and triggering sexual arousal and must be alert to all feedback signals from the person they are working with
- the children we support may occasionally inadvertently touch intimate parts of a member of staff's body when there is no sexual intent or understanding. The member of staff should withdraw without giving significant negative feedback in this situation.

It is *never* appropriate for staff to touch a child's intimate body areas or for intimacy to be perceived by either party except as part of an intimate or medical care plan (see Yewstock's Intimate Care Policy).

If pupils display intimate behaviour towards staff, it is the responsibility of the staff present to sensitively cease the behaviour immediately and the class team to teach the pupil about appropriate interaction and record the behaviour on MyConcern (see safeguarding policy) or discuss with a designated/deputy safeguarding leader.

If pupils, staff, visitors or parents are in any doubt about issues concerning appropriate touch or observe any practice that causes concern, including any physical intervention or behaviour that could have safeguarding implications (see Safeguarding policy), they should record on MyConcern or discuss this with Yewstock School's Safeguarding Lead.

### **Sensory Support**

If staff identify (or wish to identify) that an individual pupil or group of pupils would benefit from sensory support including massage, then a referral for sensory integration will be made to an occupational therapist. If the occupational therapist identifies areas of need and recommends a sensory diet, this will be agreed with parents/carers and the plan may be implemented by the class team, once the relevant training has taken place.

Parental consent must be granted before any massage may take place outside of a medical/therapy plan.

General guidance:

Staff using planned massage strategies to help reduce anxieties, calm from a heightened state of arousal and manage sensory modulation carry this out until:

- the pupil indicates they no longer wish the member of staff to continue or the staff member recognises that the strategy is not having a positive effect,
- the staff member recognises that the pupil is self-regulating/calm,
- Or the staff member communicates to the pupil to find out if they wish for the strategy to end and the pupil confirms.

If massage is included as part of an individual's medical plan, then the staff working with the pupil should follow the individual guidance.

### **Restrictive Physical Intervention (RPI)**

#### **Use of Restrictive Physical Interventions**

At Yewstock we believe that pupils need to be safe, to know how to behave and know that adults around them are able to manage them safely and confidently. Only for a very small minority of pupils will the use of restrictive physical interventions be needed. On such occasions, acceptable forms of intervention are used but only as a last resort.

All staff need to feel that they are able to manage dangerous behaviour and to have an understanding of what challenging/dangerous behaviours might be communicating. They need to know what options are available for managing behaviour; this is taught through staff training and shared through collaboration between staff. If staff are unsure, it is their responsibility to seek support from their line manager who may refer them to a Therapeutic Thinking Tutor for further support, if necessary.

Restrictive Physical Intervention (RPI) is the term used to describe interventions where bodily contact using force is used to control or manage a child's behaviour.

Due to the learning and emotional difficulties of some pupils attending Yewstock School there is a possibility that they may present behaviours that place themselves and / or others at risk of harm, requiring adults to physically intervene in order to reduce this risk. Restrictive Physical Intervention is an act of care and control and may only be used to reduce the risk of harm and never as a form of punishment. RPI must never be used to force compliance with staff instructions.

Staff will take steps in advance to avoid the need for RPI through dialogue and diversion as well as careful, informed planning. RPI will only be used as a last resort. Only the minimum force necessary will be used. Staff will be able to show, when asked, that the intervention used was a reasonable and proportionate response to the incident. As soon as it is safe the RPI will be relaxed and disengaged to allow the pupil to gain self-control.

### **Planning for dangerous behaviour**

At Yewstock, if the leadership team and Therapeutic Thinking tutors are in agreement that the school has tried all the strategies available, including the tools listed previously in this policy, and the pupil still presents with dangerous behaviour, the team, led by the class teacher, must undertake an Individual Risk Calculator, audit of need and, if necessary RPI should be planned for and included on an Individual Risk Reduction plan, using the Therapeutic Thinking planning Tools.

When identified as necessary, the minimum number of staff necessary (usually the class team) will receive training in the minimum amount of restrictive physical interventions techniques necessary to maintain safety, using the Therapeutic Thinking programme (Step Up). The training will be delivered by Yewstock school's fully trained and accredited Therapeutic Thinking tutors in line with the training guidance. Each training session delivered will be recorded on the staff computer network. The RPI's delivered and planned for will be clearly described on the individual risk reduction plan as well as the circumstances which will require the use of planned RPI, if these circumstances change this will be reflected on the planning. When a risk reduction plan identifies use of planned RPI it must be agreed by the parents/carers of the child and where possible the professionals working with the pupil. This document, along with any supporting documents, will be filed with the Therapeutic Thinking tutors, including any updates or amendments.

The plan will help the pupil and staff avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing. The plan will include: a risk assessment, a record of risk reduction options, techniques for managing the pupil's behaviour e.g. de-escalating conflict, stating at which point RPI may be used; identifying key staff who know exactly what is expected; systems for summoning additional support; and identifying training needs.

### **Following a Restrictive Physical Intervention**

Supporting and debriefing any witnesses of restrictive physical intervention after every incident is essential to safeguard the emotional well-being of all involved at these times. It is the duty of the team working with the pupil to communicate the educational and/or protective consequences and to impart these, as well as additional work to maintain/rebuild the positive relationship between the staff/school and the pupil directly involved.

We recognise that incidents of behaviour can have an emotional and physical impact on staff too. We encourage all staff to support each other and to reflect on incidents so that they can understand why it occurred and planning as necessary to prevent a reoccurrence.

A class debrief with the team should be led by the class teacher and overseen by a member of senior management.

The use of Restrictive Physical Interventions, either planned or unplanned must always be notified to the HoKS, Assistant Head, Deputy Head or Headteacher on the same day and must be recorded in the "Bound and Numbered Book" which is located in the Assistant Head's office (College). This will be completed the same day wherever possible but at most 24 hours after the event. It must also be accompanied by a school Incident Report (SIMS), a Serious Incident Report record and a verbal conversation with parents/carers explaining the incident and how it will be managed.

**Use of Reasonable force** -taken from 'Use of reasonable force-Advice for headteachers, staff and governing bodies' (July 2013):

- All staff members have a legal power to use reasonable force
- This power applies to any member of staff and unpaid volunteers and parents where they are supporting pupils
- Reasonable force can be used to prevent pupils from hurting themselves or others and from damaging school property
- 'Reasonable force in the circumstances' means using no more force than is necessary.

**Arrangements for the review and amendment of this policy:**

Feedback will be sought from the staff team, Pupil Voice and parents/carers on the effectiveness of this policy. Governors monitoring this policy will arrange to visit the school at different times during the school day and report in turn to their respective committee and the Full Governing Body.

**This policy should be read in conjunction with the Single Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This school endeavours to advance equity, equality of opportunity and foster good relations for all.**

*Mental Health and Wellbeing Statement:*

*Yewstock school aims to provide a working environment that promotes and supports the mental health and wellbeing of everyone in our school community.*

*All school policies are reviewed to ensure that each policy reflects our commitment to the protection and promotion of the mental health and wellbeing of all and that we will strive to improve the mental health environment and culture of Yewstock School.*

*Promoting and protecting the mental wellbeing of children, families and staff is important for physical health, social wellbeing and productivity. Mental health at Yewstock is relevant to all and everyone can contribute to improved wellbeing.*

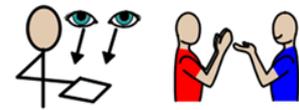
Yewstock School Values



**Communicate Well**

Everyone will have a voice and make time to listen to and understand each other.

**Our Values**



**Show Respect**

At Yewstock everyone is treated as an individual with respect, kindness and equality. We look after our school.



**Yewstock School**

**A special place for everyone to learn, achieve and be valued**



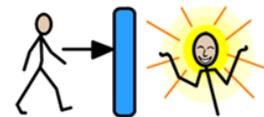
**Be Kind, Caring and Considerate**

We will listen and respond to everyone's needs and build strong and caring relationships.



**Find Joy in Learning**

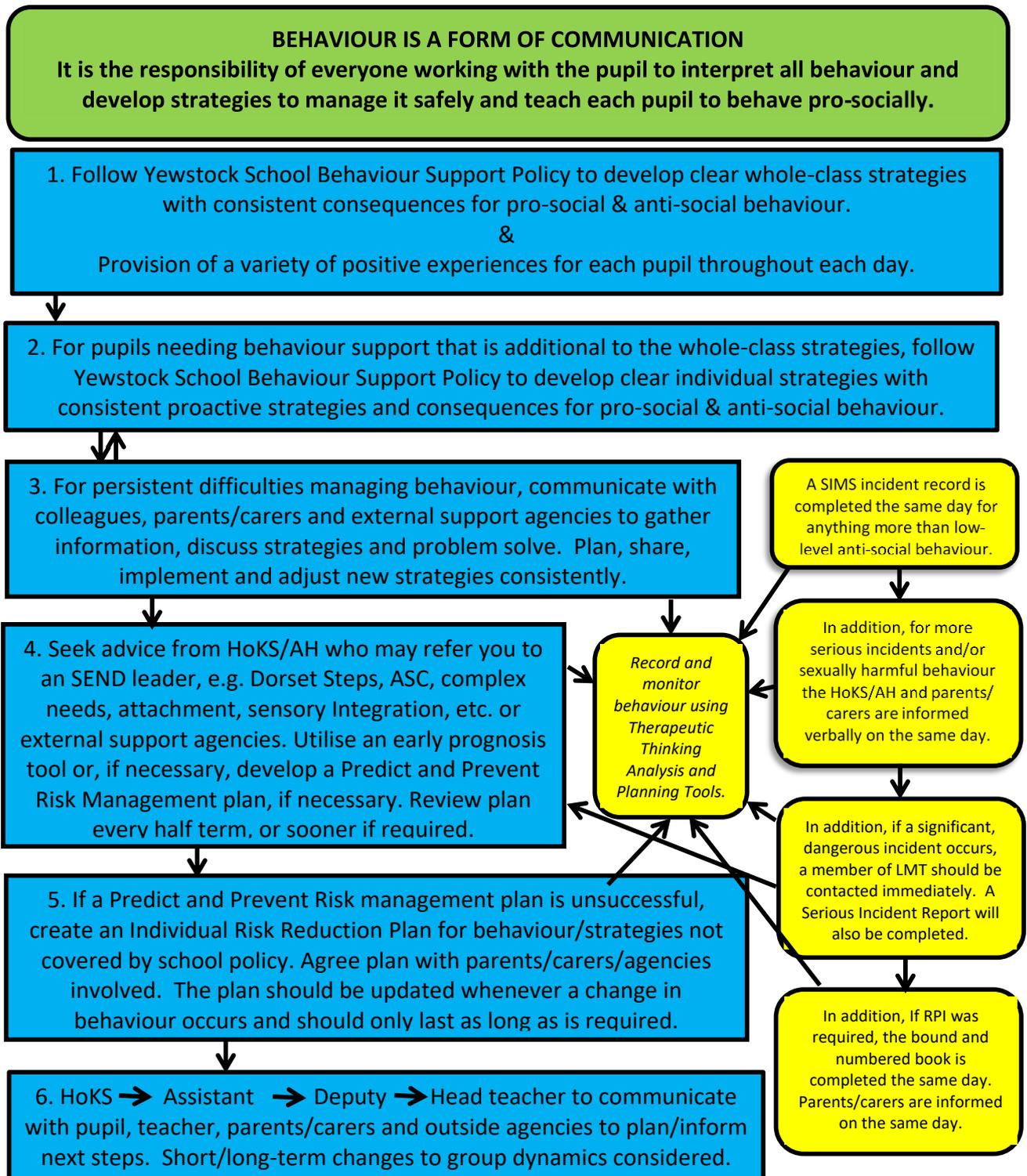
Everyone is engaged, comfortable and happy to learn, keen to try new things and encourage others.



**Strive for Excellence**

Everyone will do their best for me and I will do the best for myself. Together we will be the best we can be.

## Collaborative Steps to Successful Behaviour Management



Strategic Steps to Manage Behaviour Successfully

Recording and Reporting



**What strategies were used to de-escalate the situation?** *(Refer to Therapeutic Tree and any Therapeutic Plans – early prognosis, predict and prevent, risk management)*

**How was this in the best interests of the student?**

**Protective consequences** *(include strategies to be put in place to keep pupil and others safe)*

**Educational consequences** *(what you are putting in to support pupil to understand and be able to respond in a more pro-social way next time)*

**Views of young person:** *(including how to make things better next time)*

**Future Support:** *(what have we learned? What will we do differently? What additional support does the student require? How have any behaviour plans changed?)*

**Have you completed a Therapeutic Tree? If so please attached it, if not please download from the T drive. Please ask a Therapeutic Thinking Tutor if you would like any support.**

**Upload this completed form to the incident record on SIMS**

Appendix D

