**This policy is currently under review**

**March 2020**

**Behaviour Policy Document**

**(Care and Control)**

This document includes a **behaviour management policy** for promoting positive behaviours proactively and managing minor incidents and a **positive handling policy** for managing physically challenging behaviours (including physical restraint).

The policy has been developed in response to Circular 10/98 "The Use of Force to

Control or Restrain Pupils", issued following the enactment of Section 550A of the 1996

Education Act. It also takes cognisance of recent DfEE and DOH letters of guidance and follows the guidance for ‘The Use of “reasonable force” To Control or Restrain Pupils’ issued by Birmingham Education Service.

The policy should be read in conjunction with other school policies relating to interaction between adults and pupils. It aims to ensure that the children 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. (Safeguarding and Child Protection Policy)

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to parents and pupils. A statement about the Schools Behaviour Management and Positive Handling policies is made to parents in the School prospectus. This statement includes information on the use of “reasonable force” to control or restrain pupils.

Teaching and non-teaching staff work in ‘loco parentis’ and should always operate with an appropriate ‘Duty of Care’ as they could be liable for a claim of negligence if they fail to follow the guidance within this policy.

This policy will be reviewed annually.

**Please note!**

**If a member of staff does not manage/support a**

**child using the principles, strategies and approaches within this policy he/she may find themselves unsupported by the appropriate authority.**

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Appendix A **Overview of Uffculme School’s Behaviour Policy**

 (yellow-orange or red behaviours)

**Behaviour expectations** Uffculme School promotes and encourages positive behaviours to optimise pupil learning and personal development. Uffculme School pre- empts unacceptable behaviours via individual support systems.

**Behaviour Management** deals with:-

unco-operative and non-

aggressive (physical) and socially unacceptable behaviours

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**Positive Handling**

deals with:-

aggression or behaviours which may cause danger to self, peers, staff or environment when handling is indicated

**NB! physical handling is always a last resort**

**Suspensions and exclusions**

**How?**

**Proactive strategies**

 School ethos-underpinning values

 Partnerships with parents

 Promoting and keeping track of levels of emotional well-being and building self- esteem – ‘feel good’ social scripts

 Realistic expectations

 ASD-friendly learning environment

 Careful assessments to indicate levels of functioning, sensory perception and processing.

 Personalised curriculum

 Consistent use of Uffculme teaching strategies incl:- visual communication and cues/ env changes and adaptations / time table changes / staff changes

 Challenging/meaningful work- quality and quantity

 Age-appropriate resources

 Rewards according to levels and interests

 Positive teacher interactions – incl use of language

 Anti-bullying policy implementation

 Social scripts and stories – to help anticipate and understand unfamiliar situations/activities

 Reduce frustration/anxiety

 Teach independence and social skills

**How?**

**Intervention strategies**

 **Risk assessment** (yellow-orange or red behaviours)

 Uffculme teaching strategies including visual communication/ cues

 Distractions/’carrots’ (motivators)

 Clear consequences

 Social stories and social scripts to help anticipate and understand unfamiliar situations to reduce anxiety

 Social stories and social scripts to help anticipate and understand unfamiliar situations to give insight into unacceptable behaviours

 Behaviour modification strategies

 Contingencies

 Rewards

 (Negotiation)

 Sanctions

 Reporting and recording

 Individual Behaviour Plans

 Communication with parents

**How?**

 **Risk assessment** (yellow-orange or red behaviours)

 Communication according to knowledge of individual

 Team-Teach techniques and handling

 Withdrawal – safe areas

 Positive Handling Plan

 Reporting and recording

 ‘Post incident discussion’ with staff to consider changes, with pupil if appropriate.

 **Inform SLT of red behaviour incidents**

 Communication with parents

 Social stories and social scripts to help anticipate and understand unfamiliar situations *and* to support intervention strategies

 Behaviour modification strategies

 Medical / behaviour support referrals/fCAF

process/ RSRT (MASH/MARF)/TAC meetings

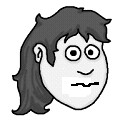
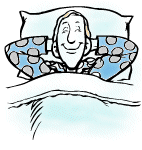
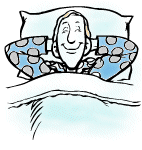
**How?**

Applying and implementing LA guidelines

**Arnett’s diagram:** The link between intensity of emotions and behaviour

**Baseline** - Person functioning at optimal level

**Stage 1**. Something pleasant, frightening or aversive happens which triggers an increase in arousal. The person may become anxious, angry or excited.



**Baseline**

**Stage 1**

**Stage 2**

Build Up

**Stage 3**

**C R I S I S**

**Stage 4**

Recovery

**Stage 5**

**Stage 2**. Arousal continues to build either rapidly (seconds) or slowly (minutes, hours or days) depending on trigger, the presence of other triggering events and individual levels in ‘arousability’. The person may become irritable, demanding, threatening or abusive, less able to cope with everyday demands.

**Stage 3**. Arousal peaks and person loses control. The person may become aggressive, destructive or self injurious.

**Stage 4**. Arousal levels start to drop and the person begins to calm. However, further stressors whilst arousal is still fairly high may cause rapid increases in arousal and further incidents as arousal peaks again.

**Stage 5.** Arousal drops sharply, sometimes falling below the individual’s

comfortable level, causing the person to become sleepy, tired or

**Triggering**

**Sleep**

Post event depression

miserable for a while

Baseline - Arousal returns to the optimal comfort level

All human emotions and behaviour may be applied to this diagram. This diagram is, therefore, a convenient point of reference for both the assessment of behaviour, as well as of its intervention and management, as outlined in this policy. Appendix 1 (at the end of the policy) is the same diagram but with the inclusion of basic pointers / intervention as linked to each of the 5 stages.

Please note that pupils who are agitated on arrival to school may not be in the build-up phase of the diagram. They may be in the post-crisis phase, in response to an episode, either on transport or at home. It may even be a continuation of a situation which occurred on the previous day (week, month) . Should this be the case, these youngsters may need additional time to defuse or calm down, before placing them in any situation which requires concentration or compliance.

V2/2016

**Uffculme School’s**

**Approach to Promoting and Managing Behaviour**

Uffculme School considers pupils’ well-being to be of paramount importance and key to optimal learning. We therefore aim to help our pupils feel valued and safe. This policy promotes good relationships, so that children, their parents/caregivers and staff can work together with the common purpose of helping pupils to learn and achieve in a happy, safe and respectful environment. We provide an environment which seek to enable the children to acquire the attitudes, values, knowledge and skills required for developing into responsible citizens.

The school aims to promote self-respect, mutual concern, kindness and consideration for the rights and needs of others. The school has a zero tolerance to bullying.

**Bullying**

Bullying may be physical, verbal, or consist of acts of non-verbal intimidation. Uffculme School does not tolerate any form of bullying *either intentional or unintentional*. The class teacher will immediately take action to safeguard the pupil being bullied (or perceived as being bullied)  *and* inform SLT of any incidents of bullying. (See Safeguarding and Child Protection Policy)

This policy is divided into four parts:

**1. Behaviour expectations**

**2. Behaviour management**

**3. Positive handling**

**4. Suspensions and exclusion**

**1. Behaviour Expectations – the school’s ethos**

**Uffculme School promotes positive behaviours to optimise learning and personal development, including the development of Fundamental British Values. This is achieved through the following:**

**a. Underpinning values**

All pupils are viewed as individuals and not compared to peers.

All pupils have equal value and are treated with respect and dignity.

High self-esteem promotes good behaviour, effective learning and positive relationships.

Each day will be a fresh start.

Pupils and staff at Uffculme School have a right to:

 Learn and work in a safe environment;

 Be protected from harm, violence, assault and acts of intimidation and/or verbal abuse.

Pupils and their parents have a right to:

 Consideration of individual needs by the staff who have responsibility for pupils’

care and protection;

 Expect staff to undertake their duties and responsibilities in accordance with the school's policies;

 Be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;

 Be informed about the school's complaints procedure.

**b. Encouraging positive behaviour**

Staff are encouraged to actively seek opportunities to increase pupils’ sense of well- being and to raise pupils’ self-esteem e.g. by focusing on positive behaviours. The school seeks to increase pupils’ knowledge and understanding of own behaviour by:-

 Staff using visual cues to support spoken language: transition objects, symbols, photos, gestures etc

 Using language commensurate with pupils’ understanding, including reducing verbal input when pupils are exhibiting “trigger” warning signs (see Arnett’s diagram). Take into account the ability to process spoken language reduces when anxious/upset.

 Providing non-verbal pupils with easy access to a functional means of communication e.g. Picture for Object Trading Communication POT *(See the AAC policy and the booklet ‘Communication:- Methods and Strategies at Uffculme School’ of which there is a copy in each classroom)*

 Staff making extensive use of rewards - ensuring students know why they are rewarded

Making use of:

 the Social Use of Language Programme (SULP) principles, if appropriate

 ‘Social Scripts’ – pictorial stories with captions

 ‘Social Stories’ (as per Carol Gray’s suggestions)

 Role-play

 Discussions during pastoral sessions and ‘Circle’ and ‘Compliments) Time’

**The school will ensure that pupils are given support to understand, to the extent possible, the rules, which govern behaviour in the school.**

**c. Parental partnerships**

Uffculme School recognises that parents and main carers are the major influence on their children’s behaviour. We, therefore, endeavour to work closely with parents. This includes seeking information, advice, support and guidance from the main care-givers concerning their child’s emotional well-being and behaviour. Individual Behaviour Plans and/or Positive Handling Plans are shared and agreed with parents.

Parents are invited to attend workshops on a variety of topics, where staff will share strategies and approaches which work well in school. Parents are supported on how to implement these in the home situation and assisted in making the relevant resources.

Staff are expected to make every reasonable effort to establish and maintain good and effective communication with the parents/carers of their pupils via home-school books and telephone calls etc. Staff are then more likely to be alerted when influences outside school may trigger behaviours e.g. an alteration in medication or after school care arrangements.

(*See ‘Appendix C Behaviour Information Chart - information from home and Appendix E for the PHP*).

**d. Rewards and reinforcers**

Rewards and reinforcers play an important role in helping children to promote and/or maintain positive behaviours. Type of rewards are contingent on individual levels of development of in areas of attention control, understanding, need or level of motivation

– with a gradual move from extrinsic to intrinsic rewards. Pupils must always be made aware of the specific reasons for being rewarded – not just for ‘doing good work’ or being ‘good’.

Types of rewards:-

 Small edible rewards

 Favourite activities / objects / interest boxes

 Social rewards

 Social praise

 ’Token’ economies / indicating achievement / attainment.

 Allocation of stickers for good work and or behaviour during the school day –all junior main curriculum classes

 Allocation of points for good work and behaviour during the school day – upper junior classes

 Sharing good efforts and/or achievements with a different teacher or the Deputy or Head Teacher.

 Celebrating achievements at an assembly

 Certificates / class or school.

**e. Communicative functions of behaviour**

At least, 95% of all behaviours have an intentional or unintentional communicative function (cf ‘Team Teach’ etc). Aggression and anger are frequently overt expressions of fear, acute anxiety and / or frustration. When faced with volatile behaviour, staff need

to consider possible contributory factors i.e. ongoing medical conditions, environmental factors and child’s level of communication ability at the time of the incident. Verbal understanding is known to decrease when we are angry, anxious, confused or distressed. All staff are, therefore, obliged to endeavour to identify the cause or function of a behaviour rather than merely address the symptom by striving to eliminating it. The school recognizes the Arnett’s stages of anxiety levels and the impact this has on behaviour. (*See* ***pages 4 and 6*** *The Stages of a Critical Incident based on Arnett’s model (1989*).

The school employs a number of strategies and methods which bridge the gap between communication need and communication ability*.*

*Pre-incident*

Good practice includes the removal of stressors and triggers and the engineering of situations to keep arousal/anxiety levels at a tolerable level. All staff strive to ensure the learning environment reassures pupils of clear, consistent expectations and boundaries.

Staff ensure each child has easy access to the identified necessary tools and resources which promote maximum communication and acceptable behaviour.

When dealing with challenging behaviour, it is essential that staff endeavour to make it clear to the pupil that any disapproval expressed refers directly to the behaviour, not to the pupil.

Staff must reassure pupils of their care and concern whilst retaining a firm stance re behaviour.

**2. Behaviour Management**

**This part of the policy refers to the management of unacceptable behaviours. These behaviours do not necessitate physical handling.**

*‘The skilled management of conflict is about effecting an outcome that is acceptable to both parties, an outcome that ensures that no one loses face, an outcome from which everyone gains something positive.’*

(Clements & Zarkowska 2000)

Uffculme School has implemented a ‘traffic light’ descriptor system of *behaviours (See Appendix).* Behaviours are graded green-yellow-amber-red according to levels of intentionality and severity of impact on property and staff/peers. Consistency of both the recording of behaviours and use of effective intervention strategies are assured, as the 4 groups of behaviour includes this information in the document.

**a. Unacceptable behaviour**

Uffculme School differentiates between unacceptable behaviours which are intentional

(amber or red) and those which are unintentional (green and yellow). The aim for all

pupils is to behave in a socially appropriate manner at all times according to individual levels of social understanding and skill. There is an emphasis on implementing proactive strategies rather than on reactive intervention.

It is important that children know what will happen to them if they choose to misbehave

(ie have control over their behaviour - clear intentionality and that the consequences are applied consistently and fairly. Staff endeavour to support the pupil through the unacceptable behaviour, according to what is appropriate on an individual basis, and to send *clear signals* of what is expected as a consequence of engaging in the behaviour.

***Behaviour increasing in severity over time***

When behaviours escalating in frequency and type (e.g. moving from yellow to amber or amber to red), it is essential that teaching and management strategies be reviewed. Challenging behaviours often result from the child’s failure to accurately understand an instruction, a situation or expectations or due to motivational, sensory, or emotional issues. Additionally, personal social and environmental factors – outside the school context and community, frequently contribute to, or directly cause, challenging behaviours.

**b. Rewards and reinforcers**

Rewards and reinforcers are essential for the modification of challenging behaviours. Please see this section on the previous page for further details.

NB! Not all children find social praise or the drawing attention to their well-executed work rewarding. Staff, thus, identify rewards by drawing on their knowledge of individual pupils.

**c. Negotiation**

Negotiation techniques are used to defuse potential (severe) conflicts. Whilst this is easier to do verbally, it may also be implemented with non-verbal pupils by using their pictorial timetables and suitable reward systems.

 Firmly but calmly inform the person what it is that needs to be done

 Listen to and acknowledge objections

 Explain why (if appropriate) the task needs to be done

 Offer a compromise (e.g. reduce the task) or timetable a reward (chosen by the student) for complying with instructions.

**d. Sanctions**

These may be used with the verbally able pupils in assisting them to learn about the consequences of unacceptable behaviours.  **Sanctions must only be used with pupils who understand the concept of sanctions.** Sanctions need to be explained in simple language whilst, as far as is possible, avoiding the use of negatives - ‘not’, ‘no’, ‘didn’t’ etc. This needs to be followed by a clear description of the desirable behaviour in positive terms.

Sanctions may include the removal of privileges, loss of outside playtime etc. However, staff must ensure that the sanction is still meaningful if there is an unavoidable time delay between the behaviour and the implementation of the sanction.

**NB! At no point shall any earned rewards (points, stickers etc) be removed or involve the loss of access to food or drink**. Snacktime in the Primary Phase at Uffculme School is part of the curriculum and provides opportunities to teach social and communication skills. Children with ASD frequently have issues surrounding food and drink and it is, therefore, not appropriate to use these as part of behaviour management strategies. Specific food related behaviours may be agreed with parents and added into Positive Handling Plans.

**Analysis of behaviour and Individual Behaviour Plans (IBP)**

An Individual Behaviour Management Plan is used for addressing recurring challenging behaviours (for IBP format see Appendix F).

IBP’s are based on detailed information and careful analysis of the pupil’s behaviour. This usually includes the completion of ‘Frequency’ and ‘ABC’ charts (Appendices G and H) as well as knowledge and understanding of the pupil: i.e. individual levels of anxiety, reactions to environmental factors, language/communication skills, general well-being, emotional well-being, sensory processing and medical conditions. IBP targets are worked out and agreed with the pupil (depending on pupil’s understanding)) and his/her parents/carers. An IBP may include specific physical management techniques which would only be used as a last resort and would form only part of the IBP. Some pupils may benefit from supportive handling to move them onto the next activity before behaviours occur. IBPs are reviewed at regular intervals and as specified on the plan. By contrast, norm behaviours (e.g. inability to wait for a turn, insisting on always being first) may be addressed via the pupil’s curriculum and may or may not be included on the child’s IEP – under the heading of Personal and Social Development.

**3. Positive Handling**

Physical handling refers to physical intervention when it is deemed unavoidable.

**‘Positive Handling’ involves the minimum degree of force necessary for the shortest**

**period of time to prevent a pupil harming himself/herself, peers, staff or property.**

***Definitions***

“The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.” (para. 3.4 page 10 DfES Guidance ref: LEA/0242/2002 – contact DfES SEN Schools Team).

The vast majority of staff are trained in the Team-Teach approach to behaviour management.

***Physical involvement*** incorporates:-

**1 Physical Contact**

This refers to appropriate physical contact between staff and pupils, eg: in games/PE; to comfort pupils (e.g. hand on pupil’s arm), social rewards, encouragement and gentle

‘shepherding’ to encourage a pupil to move in a certain direction.

**2 Physical Intervention**

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force. (Team- Teach techniques)

**3 Physical Control/Restraint**

This will involve the use of “reasonable force” when there is an immediate risk to pupils, staff or property. “Reasonable force” will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk. All such incidents must be recorded – see the ‘Positive Handling Class Recording Book’ (Team-Teach techniques) NB! The level of compliance from the pupil determines whether or not the interaction is classified as ‘physical contact’, ‘physical intervention’

or ‘physical control/restraint’.

When physical management of an incident is necessary, Uffculme staff views this as a potential learning opportunity. The ultimate aim is for the pupil to take of ‘ownership’ and responsibility for their behaviour.

The majority of pupils at Uffculme School respond positively to the teaching of appropriate behaviour and care practised by staff. This ensures high levels of feelings of safety and emotional well-being of all pupils and staff in our school. However,  *in exceptional circumstances*, these strategies may be insufficient or ineffective and staff may then need to use ‘”reasonable force”. Uffculme School firmly believes that physical handling only forms  *a small part* of their approach to behaviour management. The very vast majority of behaviours are dealt with successfully without the use of any physical intervention.

**Implications of this part of the behaviour policy document**

The 1996 Education Act (Section 55O A) stipulates that “reasonable force” (as used per Team-Teach guidance and training) may be used to prevent a pupil from doing, or continuing to do any of the following:

 Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session, or elsewhere within the school (this

includes authorised out-of-school activities).

 Self-injuring

 Causing injury to others

 Committing an offence

 Damage to property / environment

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

**When to use physical intervention**

***Types of Incident***

The incidents described in Circular 10/98 fall into three broad categories:

 **Where action is necessary, in self-defence or because there is an imminent risk of injury** e.g. a pupil attacks a member of staff, another pupil or self-harms.

 **Where there is a developing risk of injury, or significant damage to property** e.g. a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property

 **Where a pupil is behaving in a way that is compromising good order or discipline**

e.g. a pupil is behaving in a way that is seriously disrupting a lesson.

**a. Risk Assessment**

Staff will be making continuous “mental” risk assessments throughout the day to

respond to on-going changes to both behaviour and environment.

Risk assessments are a key step in developing behaviour plans, and should be carried out before any intervention (potential environmental dangers e.g. confined space, furniture, windows.) The assessment should identify the benefits and the risks associated with the strategies being proposed. Analysis of the behaviour, the circumstances in which it occurs and the resources available to manage the situation enables staff to act in ways that *reduce* the likelihood of harm to all involved.

**Staff ‘Dress Code’**

Staff must ensure that they are not wearing items which may inadvertently cause harm to pupils or staff. These may include rings, earrings, nose or lip piercings, necklaces, buckles stiletto type heels, open toed sandals and nail extensions.

**b. To handle or not to handle?**

On the basis of the outcome of the risk assessment staff may decide to either remove the pupil who is exhibiting the physical/challenging behaviour  ***or*** other pupils and staff

in the area. Consider the option of doing nothing as physical intervention or contact may worsen the behaviour.

A non-confrontational approach must be used to defuse the situation. (Please see Appendix ‘J’ for Hewitt’s ‘Defusing Style’ diagram and Arnett’s diagram). Staff will then need to either cut down, or cut out, verbal instructions and increase the use of visual cues.

**c. Removal of pupil for reasons of safety or preservation of dignity**

Uffculme School makes a distinction between:-

 **Seclusion** where an adult or child is forced to spend time (physically and emotionally) alone against their will in a locked room or room which they cannot leave (**NB! this is not a permissible form of control and Uffculme School does not use seclusion**).

 **‘Time out’** which involves restricting the pupil’s access to all positive reinforcements

as part of the behavioural programme – e.g. ignoring.

 **Withdrawal** which involves removing the person from a situation which causes anxiety, distress or sensory overload to a location where they can be continuously observed and supported until they are ready to resume their usual activities e.g. in Uffculme School’s ‘calm areas’.

**d. Planned or emergency (‘one off’) interventions**

When physical handling **is** foreseeable i.e. the behaviour necessitating handling has occurred previously, staff are obliged to follow a planned course of intervention following a risk assessment. These are distinguished from the use of physical handling in **emergency** situations which could not reasonably have been anticipated.

**e. ‘Team-Teach’ and authorised staff**

All permanent school staff are trained in the ***‘Team-Teach’*** approach to physical handling and the Head Teacher retains a list of all trained staff. The list is reviewed on, at least, an annual basis.

Any new members of staff who have not yet received the two day Team-Teach training may be given emergency (interim) Team-Teach handling strategies training in order to carry out their ‘duty of care’ responsibilities.

**NB!** Authorisation is  **not** given to volunteers, supply staff, students or parents. Long term supply staff who are Team-Teach trained may be called upon to assist the safety and well being of pupils.

At Uffculme School, all permanent teachers are authorised to use “reasonable force” within the context of *Circular 10/98 – ‘The use of reasonable force to control and restrain pupils’.*

The Head Teacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may handle pupils, and for what duration of time this authorisation will last. The Head Teacher will ensure that those authorised are aware of, and understand, what the authorisation entails. Those whom the Head Teacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed.

In addition, procedures are also in place to ensure that appropriate support is provided for staff and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

All the techniques used take account of a young person’s:

 age,

 gender,

 level of physical, emotional, intellectual development and sensory processing

 special needs,

 social context.

**f.** Where appropriate, **Positive Handling Plans (PHPs)** are written as required.

**g. Recording**

‘The Positive Handling Class Recording Book’ for recording the following

1. Any incident involving a pupil, or staff, which results in personal injury to either the pupil or a member of staff

2. Any incident, which results in damage to school equipment or property

3. Any other incidents or matters of a serious nature

4. Absconding by pupils

5. Any event, which may give rise to disciplinary or legal action, or be the subject of subsequent injury.

6. Details of an incident will be added ‘The Positive Handling Class Recording Book’

as soon as reasonably possible after any incident.

All staff involved in any incident which is to be recorded in the Class Recording Book must complete a separate incident form, which should be stapled into the class book.

Copies of serious incident forms are to be copied and archived by the Head Teacher whilst completed books will be archived in the school office. A new ‘Positive Handling Class Recording Book’ will be issued following the return of a completed book.

Where physical control or restraint has been used, a record of the incident will be kept. This record should be made in the school Serious Incident Book which is kept in the Head Teacher’s office.

A Health and Safety Accident/Incident Form will be completed and returned to the Local

Education Authority in situations where injury has occurred to either members of staff or pupils. Where staff have been involved in an incident involving ‘“reasonable force”’ they should have access to counselling and support.

**h. Monitoring incidents**

Whenever a member of staff has occasion to use ‘“reasonable force”’, this will always

be recorded and documented following agreed procedures. Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs.

**i. Action after an incident**

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

 Review of Behaviour Programme

 Child Protection Procedure - as per Safeguarding and Child Protection Policy

(this may involve investigations by Police and/or Social Services)

 Staff or Pupil Disciplinary Procedure

 School Behaviour Policy

 Exclusions Procedure in the case of violence or assault against a member of staff

The school recognises that staff members who have been involved in an incident may

need ‘time out’ or debriefing immediately following the incident.

**Recovery from an incidence**

The period immediately following an incident is a time of high risk for further incidents. Sensitive management of this stage is considered as important as the actual management of the incident. Staff must not at this stage discuss the behaviour or the lead up to the behaviour or the incident with the pupil. A physical outburst can leave the pupil in a state of exhaustion; thirst etc and these needs have to be addressed before expecting the pupil to return to task.

**Staff injuries resulting from pupils’ behaviour (kicked, bitten, scratched etc)**

Safety (that of pupils and staff) is always paramount at Uffculme School. However, in the event of a member of staff being injured as a result of pupils’ challenging behaviours, he/she  *must* see a ‘First Aider’ as well as inform a member of the SLT and fill out the appropriate forms.

**The Management of Pupil Behaviour Off-site**

*School visits/ visits into the community*

The ‘Educational Visits’’ form should be completed (including all risk assessment areas) and discussed with one of the EVCs who will then sign and date the form. See Educational Visits Policy.

**Pre visit preparation**: Staff are advised to prepare pupils for the visit if deemed appropriate, by using photos and transition objects or a ‘Social Story’ / ‘Social Script’ to explain the planned visit.

The visit:

 All staff involved in an educational visit must read and be familiar with the written

EV risk assessment.

 Use of staff ID cards and explanatory cards to present to concerned members of the public.

 A school mobile phone is to be taken on any off-site trips.

 A list of pupils and staff and location/contact number must be left at the office.

 The class teacher/class staff need to consider probable behaviour difficulties of individual pupils prior to any visit (risk assessment) covering all known eventualities. This includes having a copy of any behavior plans with them.

 Class teacher to ensure that visual prompts and individual ‘comforters’ are

brought.

 If an incident occurs the teacher in charge will make the decision whether school needs to be contacted.

 *Safety is paramount* and if the situation deteriorates advice to be sought from school immediately.

*On the school’s minibus*

Management of challenging behaviour or physical outbursts on the minibus is the same as for above.

**Suspension**

The Headteacher / Deputy will decide whether suspension is appropriate.

The School follows guidelines laid down by the Education Authority with regard to suspensions and exclusions.

The school follows the LA’s guidelines and has adopted the policy on restraint

procedures. (Please see Appendix 9 a and b) for LA policy and guidelines)

**Staff Protection Procedures**

1. It is important that the relationship between pupil and staff is set on a firm professional basis, which leaves no room for the misrepresentation of any act or instruction.

2. Staff should not put themselves in situations, which might give rise to accusations of assault or abuse.

For example: Staff should not be left alone with pupils in closed rooms.

3. Staff who have been called upon to intervene physically in an incident, or to apply physical restraint, are likely to be affected by the experience and will require support following such an incident.

4. Staff who have been the victims of assault may need support to cope with the

experience they have had to re-establish confidence.

5. In such situations staff should refer to the Headteacher / Deputies.

**Child Protection Complaints Procedure.**

In the light of a complaint by a pupil, following an incident involving physical intervention or restraint, the school follows Birmingham LA’s child protection procedures.

Staff Induction and Training

1. This behaviour policy forms part of the Staff Handbook.

2. All new staff will be provided with a copy of the Staff Handbook.

3. Implementation of the Uffculme Behaviour management policy will form part of the schools induction programme.

BIRMIGHAM LA DOES NOT PERMIT THE USE OF CORPORAL PUNISHMENT.

1. Any teacher who strikes, slaps or beats a pupil, thereby exceeding his/her authority, may not be supported in the event of any assault prosecution in the Criminal Court and will be liable to disciplinary action under the Authority’s Disciplinary Code.

2. Physical restraint should only be used to prevent a pupil from harming him/herself or others, or from damaging property (See page 7 of school policy).

3. Staff should not attempt to restrain a pupil if they are likely to put themselves at

risk.

4. Restraint should involve minimum reasonable force and should seek to avoid injury.

5. Self defence or necessary force used to exclude a pupil from a classroom situation or to restrain a pupil from his/her own protection or that of another is not punishment and does not constitute an assault.

6. However, the element of force involved must not be more than reasonably necessary in the circumstances.