Welburn Hall School

Behaviour Policy

Taking note of:

- ‘Behaviour and Discipline in Schools’ January 2016
- ‘Creating a Culture’ March 2017
- Anti-bullying Alliance
- ‘Mental health and behavior in schools’ November 2018

October 2020
(includes Appendix 6: Coronavirus addendum)

Author: Marianne Best
Review Period:Yearly
Next review Due: December 2020
Adopted by Governors:
TBC Signed:

Legislation and statutory requirements:

This policy takes note of the Department for Education (DfE) guidance on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- DfE guidance explaining that maintained schools should publish their behaviour policy online.

1. Context:

Students arrive at Welburn Hall School with different levels of learning ability and unique educational and medical needs. Many of our students also have pronounced social, emotional and mental health needs. We seek to develop student competence in self-regulation of behaviour, including that which promotes effective learning. It is our responsibility to establish and maintain 'good order' in school and this has to be worked for.

We have zero tolerance of any form of bullying and use guidance from the Anti-bullying Alliance to teach students about bullying. In Autumn 2019, a new Pupil Task Force was formed, which works with the Headteacher to encourage this positive anti-bullying/zero tolerance culture.

We acknowledge our responsibility 'beyond the school gate'; in our setting this tends to be limited to online peer-to-peer negative behaviour, for which we also adopt a zero tolerance approach and work diligently with staff, pupils and parents to work together to combat the external influences of social media including gaming.

In order to support the development of this self-regulation in students and to encourage staff wellbeing, from September 2017 we adopted a new approach based on the latest neuroscience. 'Care to Achieve' is research-based on a mindful compassion approach to behaviour, both adult and student.

We have a common belief about behaviour which is that all behaviour is communication about how an experience is making a person feel. We understand that the environment we provide, can and does add to positive or negative feeling. However, for our students, problems are normal where:

- They are only just learning to develop their internal controls and in some

cases, are testing the boundaries of what is acceptable. In our school context, this will not happen at the usual chronologicalage and may not happen during their school years

- They feel threatened, frightened or surprised by something in the environment including someone else's communications. Given the percentage of our students who have autism or other sensory and communication difficulties, this is particularly important tounderstand

- They are experiencing/have experienced high levels of trauma or stress in their life outside school
- The type of activity or method of delivery does not match the needs or ability to learn of the child or youngperson
- Adults do not adequately control their own behaviour and communications both verbal andnon-verbal
- A disturbance in their health or function of their particular needs is causing inability to self-regulate their behaviour or behave in a socially acceptable way

Individual staff responsibility:

Adopting a mindful compassion approach, it is the responsibility of each member of staff to participate actively in the maintenance of positive behaviour throughout the school, by:

- Being a positive role-model in their approach to students and to each other.
- Giving constant care and thought to the interactions which students witness between members ofstaff.
- Taking individual responsibility for engagement with unacceptable behaviours, avoiding the temptation to pass on low-level issues to seniorstaff.
- Observing and responding early to any concerns or inappropriate behaviour, as per agreed mindful compassion approach. (Example Appendix2)
- Ensuring that students are kept aware and, where necessary, reminded of these expectations regardingbehaviour.
- Providing reinforcement and encouragement to students and groups which display positive and appropriatebehaviour.
- Following guidance and training in regard to Restrictive Physical Intervention, (RPI).
- Adhering to school procedures and policies for the recording ofincidents.

- Participating in meetings/forums which address individual student need in regard tobehavior

- Following specific guidance resulting from such meetings or through external assessment.

All members of staff must also consider this document within the context of other relevant policies and DfE guidance, including but not exclusively:

- Child Protection and all Safeguarding policy – Welburn HallSchool
- Intimate Care and Physical Contact – Welburn HallSchool
- Code of Conduct – Welburn HallSchool
- Anti-Bullying – Welburn HallSchool/Anti-bullying Alliance
- Safe Working Practices (NYCC Partnership) – Welburn HallSchool
- Equalities – Welburn HallSchool
- Teaching and Learning – Welburn HallSchool
- SEN – Welburn HallSchool

2. Behaviour and the SchoolCommunity

2.1 A high standard of behaviour will benefit the whole school community and all parents/carers are informed that students are expected to conform to the convention of behaviour appropriate to their age and/orunderstanding.

2.2 The school seeks to promote positive behaviour by a number ofmeans:

- Celebrating success, tested not by the absence of problems (being wary of under-reporting) but by the way we deal withthem

- Consistent application of our own agreed values of respect, excellence and perseverance within each area of School and College and Residential, including any alternative provision or extra- curricularactivities.

- Promoting the importance of high quality of relationships between staff and students, underpinned by a mindful compassionapproach

- The use of learning via the curriculum, tutorial sessions and residential activities to explain about acceptable behaviour and encourage discussion and reflection.

- Finding both simple and creative ways in which to reward positive behaviour (quick to praise, use assemblies/established systems, involve parents, use whole group rewards where appropriate, use data to drive improvements/analyzeneeds).

- Staff should also be rewarded for outstanding practice. All staff should record staff achievements in localrecords, for example sparkle books.

- The use of Student Council, assemblies and other opportunities to set out in student-friendly terms, the school's expectations regardingbehaviour. This includes the attendance and participation of Head Boy and Girl at FGB (full governing body) meetings.

- The use of student forums/electronic surveys to seek the views and ideas of the student body and foster positivepeer-pressure.

- Simple expectations for behaviour are written in the home/school diary. In our context there is both the opportunity and the need for this to be highly individualized.

Bearing in mind the uniqueness of each child/child's needs, Welburn Hall School chooses to avoid extensive lists of written rules in favourof:

- Positive modelling by staff of student-centred, respectfulbehaviour. Recording of achievements in SIMS and shared with student, parents and staff

- Adopting 'Care to Achieve' where 'unintentional consequences' are dealt with fairly and compassionately with due regards to students' individual needs and learningability

- Developing excellent relationships between students and staff, parents and staff, including every child or young person being allocated a keyworker on entry to School or Residential (for College Students), to improvecommunication

- Shared expectation that our students can achieve at the highestlevels

- Recognizing that all of our Students have strengths and areas for development and that these need to be championed by staff and reinforcedregularly

- Using Boxall profiling, Education and Clinical Psychologist advice, latest research and guidance to develop highly personalized targets for development of good learningbehaviours.

- Be extravagant with praise, to encourage an ethos of unconditional positive regard at all times and praise students when they display good progress in their learning and behavioralskills as appropriate for each student.

- Expectations for each staff group are madeclear.

- Vigilance in determining patterns of, or increases in negativebehaviours.

- The collection and analysis of data relating to behaviour, which will inform policy andpractice

2.3 Behaviours we seek to promote in the whole studentcommunity:

- Learning toself-respect and self-control
- Learning to 'self-regulate'
- Showing respect forothers in everything we do
- Cooperating and being a 'team player'
- Beinghonest and open
- Having goodmanners
- Listening toadults/advice
- Attracting the attention of an adultappropriately
- Keeping safe/ following instructions
- Allowing others to speak and beheard
- Accepting both praise andcriticism, building resilience and a 'can-do' attitude

to life

2.4 Behaviours we particularly seek to promote in any learningenvironment:

- A positive, resilient, 'can-do' attitude to work andlearning
- Effort to engage with thetask
- Pride in taskcompletion and working with others
- Moving around the class or activityappropriately

2.5 Additional behaviours we particularly seek to encourage in the residentialsetting:

- Accepting the routines of theHouse
- Accepting and taking part in appropriateactivities
- Respect for the privacy ofothers
- Care of personal possessions andbed-space
- Contributing to the group and learning via domestictasks
- A willingness to help peers andstaff

2.6 Behaviours we seek todiscourage:

- Physical and verbalaggression
- Bullying in all itsforms
- Foullanguage
- Dishonestbehaviour
- Disruptivebehaviour
- Making hurtfulremarks
- Theft or unauthorisedborrowing
- The sale or exchange of personalproperty

3 Responding to UnacceptableBehaviour

3.1 Consequences: we believe that a behaviour results in a consequence but that when they are negative we can, through a mindful compassionate approach, view these as 'unintendedconsequences'. We adopt a solution-focused response, respecting all involved and seeking to promote co-existence and conflict resolution.

3.2 An unintended consequence is given (or happens) when a child or young person behaves in an unacceptable manner. The consequences must always be related to the negative behaviour, as close as possible to the time of the negative behaviour as possible. All consequences should be logged in the incident file in SIMS/Behaviour management.

3.3 Depending on the level of negative behaviour, or the safety risk, this approach may result in thefollowing:

- Explanation and discussion with the student
- Intensifying a planned focus upon rewarding their positivebehavior using approaches that are solution-focused such as MEP or other recommended approaches from the educational/clinical psychologist
- Expression of disappointment ordispleasure
- Planned, appropriate and agreed 'time-out' forreflection
- Discussion withparents
- The setting of achievable targets for improvement usingBoxall
- Counselling or clinical intervention if feltappropriate

In the case of counselling, it is essential that this is done in a planned way with agreement from parents and clear parameters set. It is not a course of action to be taken without the agreement of senior staff.

3.4 In some circumstances, it may be necessary to consider unintended consequences as a means to improving behaviour and developing the individual's understanding. These mayinclude:

- An activity of service to the schoolcommunity
- Restorative action, such as repair/replacement of damaged items, or discussion with a'victim'
- Supervision during what would otherwise be freetime
- Suspension of a specific activity for an agreedperiod
- A home-based consequence determined by parents/carers in discussion with theschool

3.5 All concerns about behaviour should be shared with colleagues and senior staff and usually/judiciously with parents. It is essential, for future reference, that a file note is recorded in SIMS in the case of more serious incidents of negativebehaviour.

3.6 There should be discussion at team meetings and, where necessary, amongst the SLT as to which consequences are appropriate to the school and its Students.

3.7 Then if it is felt necessary to impose specific consequences, these must be discussed and agreed with the relevant line manager or Headteacher before they are imposed.

3.8 A particular consequence for an individual student, in definable circumstances, may be imposed in the absence of the relevant line manager, but the relevant line manager's prior agreement should be properlyrecorded.

3.9 Where a consequence has been determined to be appropriate, it must be logged inSIMS.

3.10 This example of law provides a simple and useful basis, or set of principles, upon which school staff should make decisions about appropriateconsequences:

Section 91, (3) of the Education and Inspections Act 2006 stipulates that a primary condition of a 'disciplinary penalty' is that the imposition of the penalty on the pupil:

(a) "is not in breach of any statutory requirement or prohibition

(b)is reasonable in all the circumstance".

In defining 'reasonable', the Act, at subsection 6(b), states that the following matters must be taken into account:

(a) "whether the imposition of the penalty constitutes a proportionate punishment in the circumstances of the case,and

(b) any special circumstances relevant to its imposition on the pupil which are known to the person imposing it (or of which he ought reasonably to be aware) including in particular:

(i) the pupil'sage,

(ii) any special educational needs he may have

(iii) any disability he may have,and

(iv) any religious requirements affecting him".

At Welburn Hall we absolutely understand at a fundamental level, that our students have in many cases, complex needs and the recognition that some of these needs can manifest in 'unacceptable' behavior is central to any conversations around planning of provision. We are aware for instance, of recent cases in the high court, upholding parents' appeals against exclusion of their son who has an ASD. The judge ruling was very clear that it is against the law to discriminate against a child whose 'aggressive' behavior is a predictable part of his autism. Given the proportion of students with a primary or secondary diagnosis of autism/related disorders, we must always have this at the forefront of our minds when analyzing negative behaviours and finding solutions.

3.11 Whilst most consequences would come within one of the above-mentioned categories, the final consequence available is one of exclusion, either fixed or permanent. As described above, this is to be used only rarely and in response to very serious incidents which are either part of a long-standing problem, where all avenues have been tried or incidents which have impacted seriously on the lives and well-being of others. The school aims always to work with pupils and parents and therefore avoid the possibility of permanent exclusion, except in extreme circumstances. At all times, we will adhere to the relevant guidance such as ExclusionsGuidance.

3.12 Expectations of staff managing significant incidents where students are losingcontrol:

3.13 Sometimes we are unable to pick up on the early anxiety signals that tell us a student is not coping or is becoming aroused or anxious. This may mean that an incident escalates quickly. We are developing guidance on managing such situations through our behaviourworkshops and meetings, RPI training (Jan 2019, February 2020) and Care to Achieve. We expect that all staff observe some core principles when faced with such a situation:

- Follow the script! (Appendix 2 shows anexample)
- Make a dynamic risk assessment. This means asking yourself; who is at risk? What one thing can be done to reduce the risk of this happening? Is RPI required to keep anyone safe? De-escalate thesituation.
- Manage yourself – set your professional mindset – it is not you personally responding. This is where your training needs to take over (imagine an emergency services response). Check your face and body language areneutral
- Manage the environment – get support if you can to remove other children, items that might be thrown, guiding the child or young person away using simple options. This will increase the likelihood of a successful and dignified resolution.
- Focus on what you want to happen and don't respond to secondarybehaviour
- Change face at the firstopportunity
- Record theincident on SIMS; **always be alert for whether there is also a safeguarding element to the incident and when you suspect any pupil is vulnerable as a result, record this in CPOMS as a cause for concern**
- The need to talk following an incident is normal and indicates you are a reflective practitioner. Find any member of SLT or support within your team. All staff should be happy to help. (Care to Achieve resources willhelp)
- If you are a witness to an incident; help or move on. Staff flocking can escalate the student
- Find opportunity to spend time with the student as soon as possible – we need to communicate that once incidents are done they are done.

- **Every day is a new day and a fresh start: stay in the 'now'. Do not revisit old issues or in your interactions, anticipate future issues. Unconditional, positive regard for students at all times is key.**

4 Students with individual behavior plans/needs

4.1 Principles:

4.1.1 Welburn Hall School acknowledges that this policy must reflect its role as a special school and that it should make provision for the individual needs of its students in respect to behaviour. Some students will display types of behaviour which result from their condition, and these should be considered along with any other form ofneed.

4.1.2. Such particular needs must be established systematically and decisions about responses to their behaviour made by teams rather than individuals. Where necessary, a behaviour plan(see appendices for examples) will be in place for any child or young person who needsone.

4.1.3. Any member of staff may raise their concerns about the behaviour of a particular student, but the behaviourpolicy must befollowed.

4.1.4. The teacher and key worker is at the centre of the behaviour support process, and should be informed of any concerns or possible need to convene a behaviour planningmeeting.

4.1.5. The teacher has responsibility for management oversight of what must be detailed within the plan and appropriate methods of RPIidentified, with support from the Headteacher, the Inclusion Manager and the Family Support Manager as well as parents/carers.

5 Restrictive Physical Intervention(RPI)

5.1 Background:

As asserted above, it is important to acknowledge the importance of good relationships and good teaching/learning, which underpin the good social/emotionaldevelopmentofallpupils.Therefore,thissectionofpolicyshould be read in conjunction with our policies on: Equalities, Teaching and Learning and SEND.

5.2 Rationale:

The vast majority of pupils at Welburn Hall School behave very well and make progress in whatever the setting. However, in order to fulfil our duty of care to all pupils, prevent harm and maintain a safe /secure learning environment, as a last resort, we may, on a very small number of occasions, need to physically hold (restrain) a pupil for his /her own safety.

This policy covers those situations where incidents are foreseeable and school has planned interventions which are agreed and supported by parents /carers; andare monitored through Care Plans or Behaviour SupportPlans.

It does not cover emergency situations which cannot reasonably be planned for in advance, however in these circumstances we will at all times follow statutory guidance.

5.3 Principles:

We may restrain a pupil, if that pupil is at risk of:

- causing significant harm to himself/herself,
- or to other pupils/adults
- causing a significant disruption tolearning
- causing serious destruction of schoolproperty.

Staff should also refer to LA/DfE Guidance. There is no legal definition of when it is reasonable to restrain a pupil; that will always depend on the precise circumstances of the individual pupil. However, to be lawful, the force used needs to be the minimum necessary and be in proportion to the consequences that it is intended to prevent.

All staff are trained by Securicare, provided by Brompton Hall School in Spring 2020. Attached to this behavior policy is the training powerpoint given to all staff. During Covid-19, staff are unable to have 'hands-on' training however virtual support is available.

5.3.1 We must always take account of any SEND that a pupil may experience. We will comply with the two key duties under the Equalities Act2010:

a) not to treat a disabled pupil less favourably, for a reason relating to his/her disability, than someone to whom that reason does not apply, without justification,and
b) to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage to pupils who are not disabled (reasonable adjustmentsduty).

5.3.2 Trained staff may use physical prompts and guides to lead a student from one area of the school to another to prevent a situation from escalating or to ensure the learning of the majority is not significantlydisrupted.

The staff to which this power applies are defined in section 95 of the Education and Inspections Act 2006. They are:

a) any teacher who works at our school,and
b) any other person whom the Head Teacher has specifically authorized, which in Welburn Hall is all teaching assistants, Care staff and Business Supportstaff.

5.4 It is the responsibility of each member of staff to make an assessment of the particular circumstances. Staff will need to know the contents of this policy and decide whether they feel they are capable of managing the situation alone and if physical intervention is required. Wherever possible, clearly and calmly, explain to the student what action you intend to take. **Never personalize thechallenging behavior or the action.**

5.5 Where it is possible, more than one member of staff should beinvolved

5.6 Ideally where a member of staff is physically managing a pupil of the opposite

sex, a member of staff of the same sex as the pupil should be present from the earliest timepossible.

5.7 At the conclusion of any incident, the pupil and member/s of staff involved should be offered support to reflect on the circumstances and mediate a best way forward with thepupil.

5.8 All incidents of restraint will be recorded in school's physical intervention log in CPOMS, be reported to parents as soon as reasonably possible, but always within 24 hours, and monitored regularly (half termly) by the Headteacher and reported on to the governing body eachterm.

5.9 Responding tocomplaints:

The use of RPI can lead to allegations of inappropriate or excessive use. In the event of a complaint being received in relation to the use of force by staff, the matter should be dealt with in accordance with agreed procedures for handling allegations against members of staff, (Ref: Child Protection Policy).

- Please refer to LA Guidance on the Use of RPI (for further guidance).
- Please refer to appendix on searching, screening and confiscation and link above

The 3 Circles: a mindful compassion approach

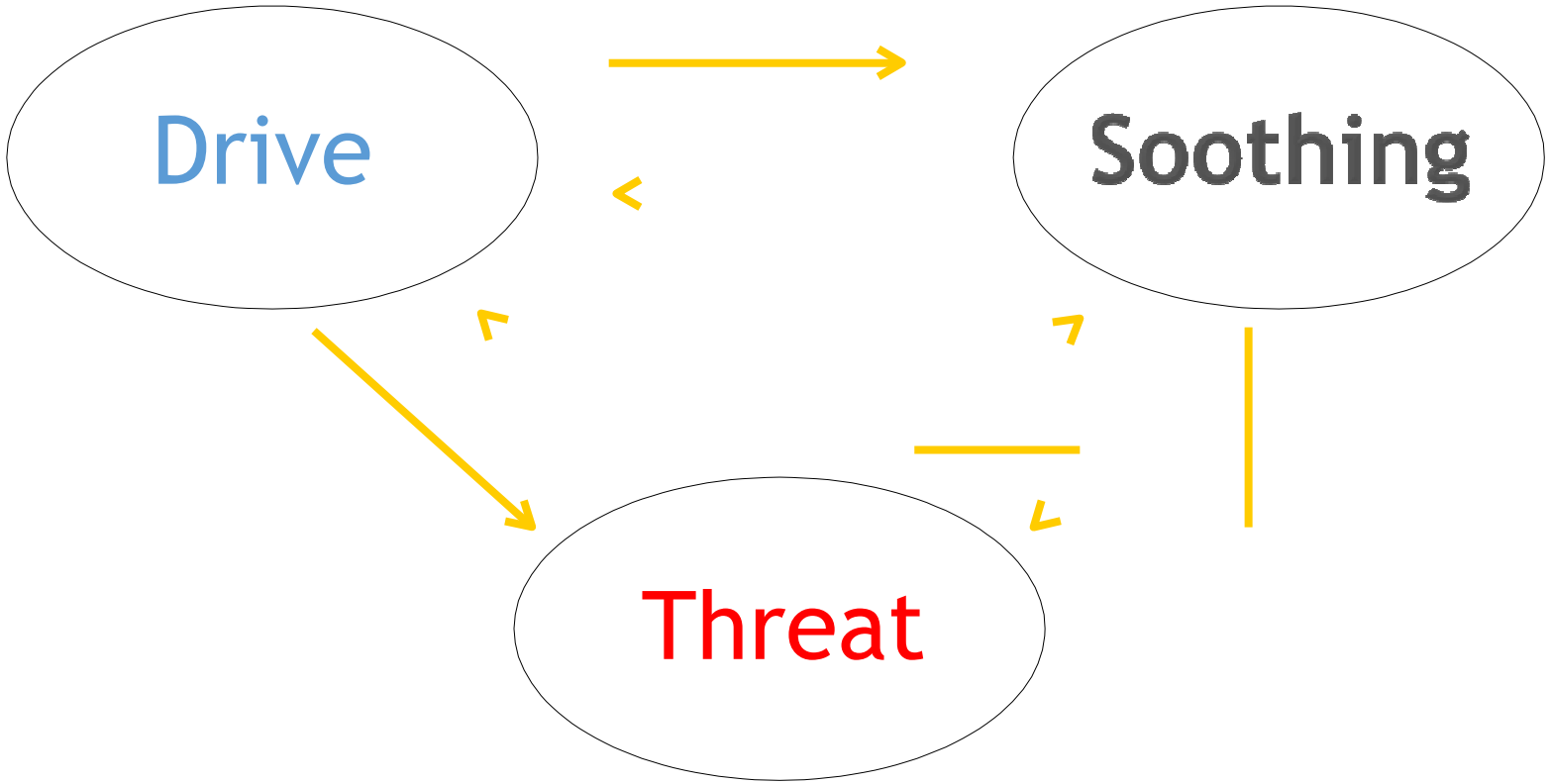


PHOTO	Form Tutor:Care Team K/Wkr:Date of plan: For review:

1.Behaviour/Situations
Describe common behaviours/situations which are known to have led to positive handling being required. When is such behaviour likely to occur?

2. Topography of Behaviour:
Describe what the behaviour looks/sounds like

3. Agreed Supportive Strategies:
Describe what the behaviour looks/sounds like

Verbal adviceandsupport ▫ Transferringadult(s) ▫Humour ▫
Reassurance ▫ Contingenttouch ▫ Distraction▫
C.A.L.M. talking&stance ▫ Timeoutdirected ▫ Presentingchoices ▫
Plannedignoring ▫ Timeoutoffered ▫ Arrangingconsequences ▫

Techniques known to be effective:

How likely is the need for positive physical intervention:
(If *LIKELY* or *POSSIBLE*, always complete**Section4). U**NLIKELY ▫POSSIBLE▫ LIKELY ▫

4. Preferred Handling Strategies:

Single Elbow – stood&seated▫Double Elbow-stood & seated ▫
FriendlyHold ▫ Jaw Release ▫
FigureofFour ▫ Wrap ▫
InsideDoubleElbow ▫ Shield ▫

Comments and reasons for use, stating numbers of staff to be involved:

5. De-briefing Process Following Incidents:
What after care is to be provided to support the Young Person?

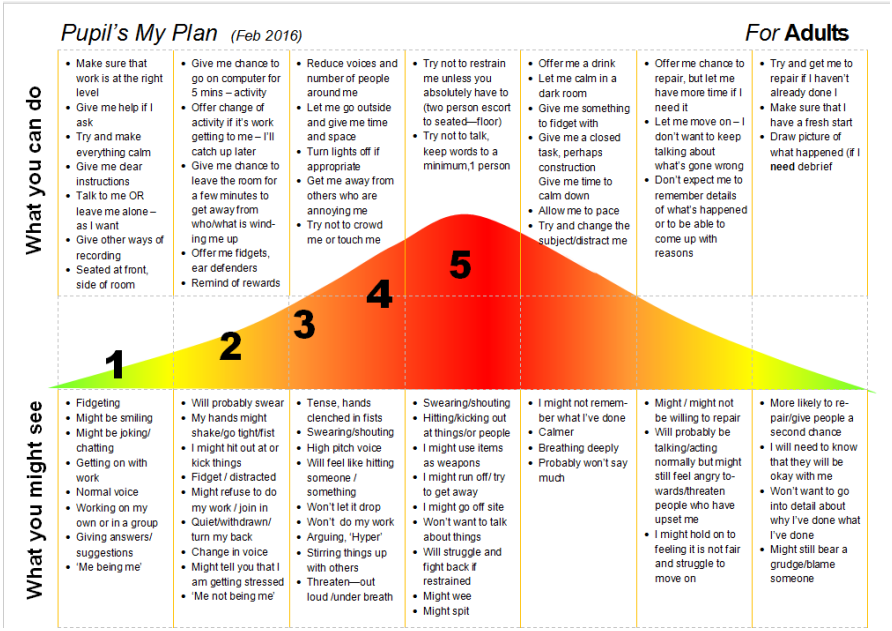
6. <u>Health Check:</u>

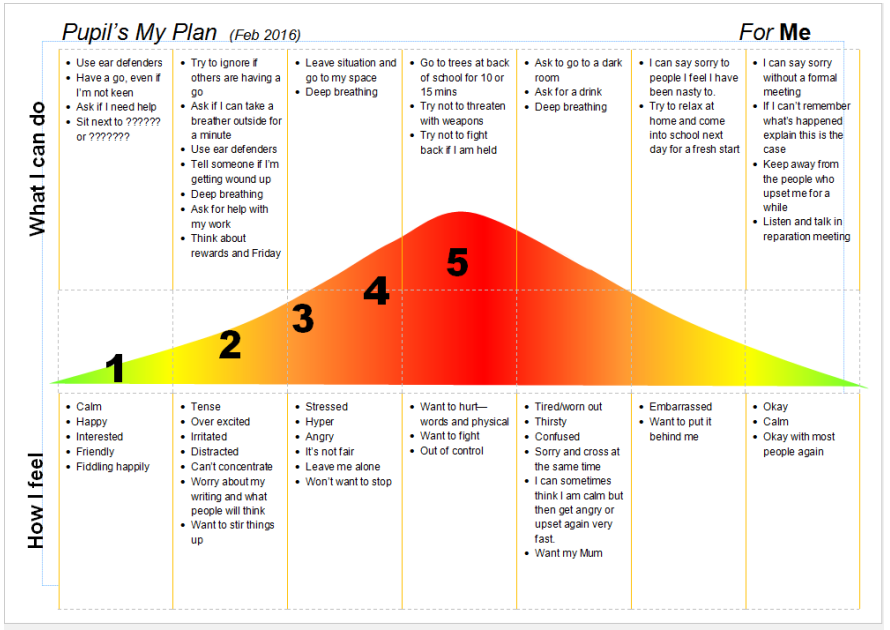
7. Recording of Incidents & Interventions:

8. Plan agreed by:

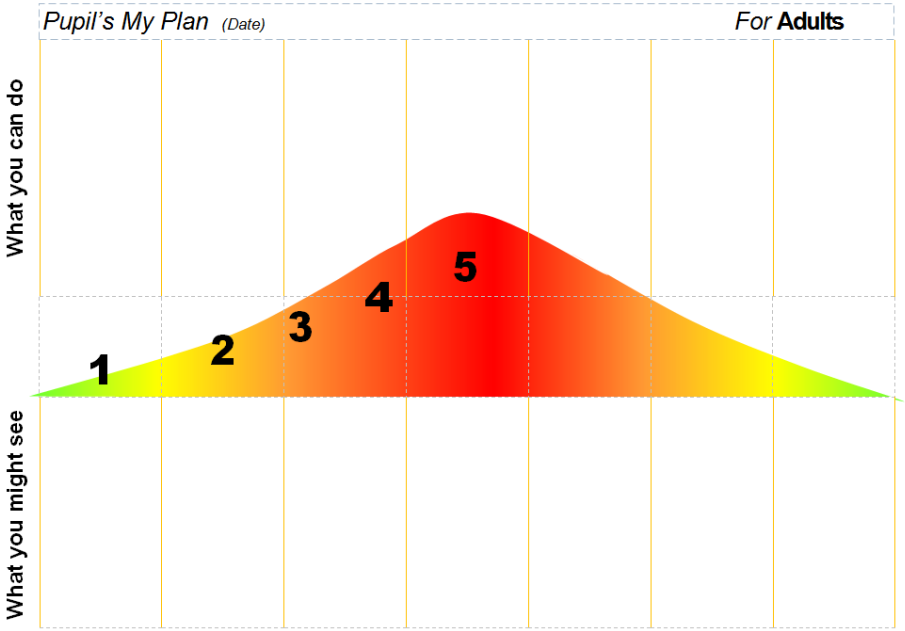
Role:	*Signature:*	*Date:*
Head ofCare	.....	.....
Parent/Carer	.....	.....

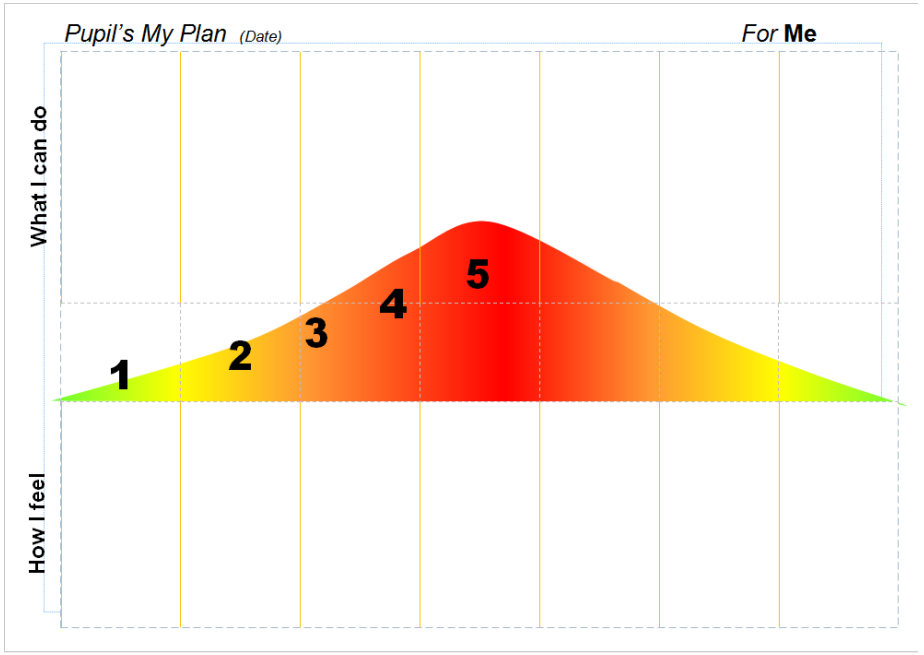
My Plan Example - Appendix 3a



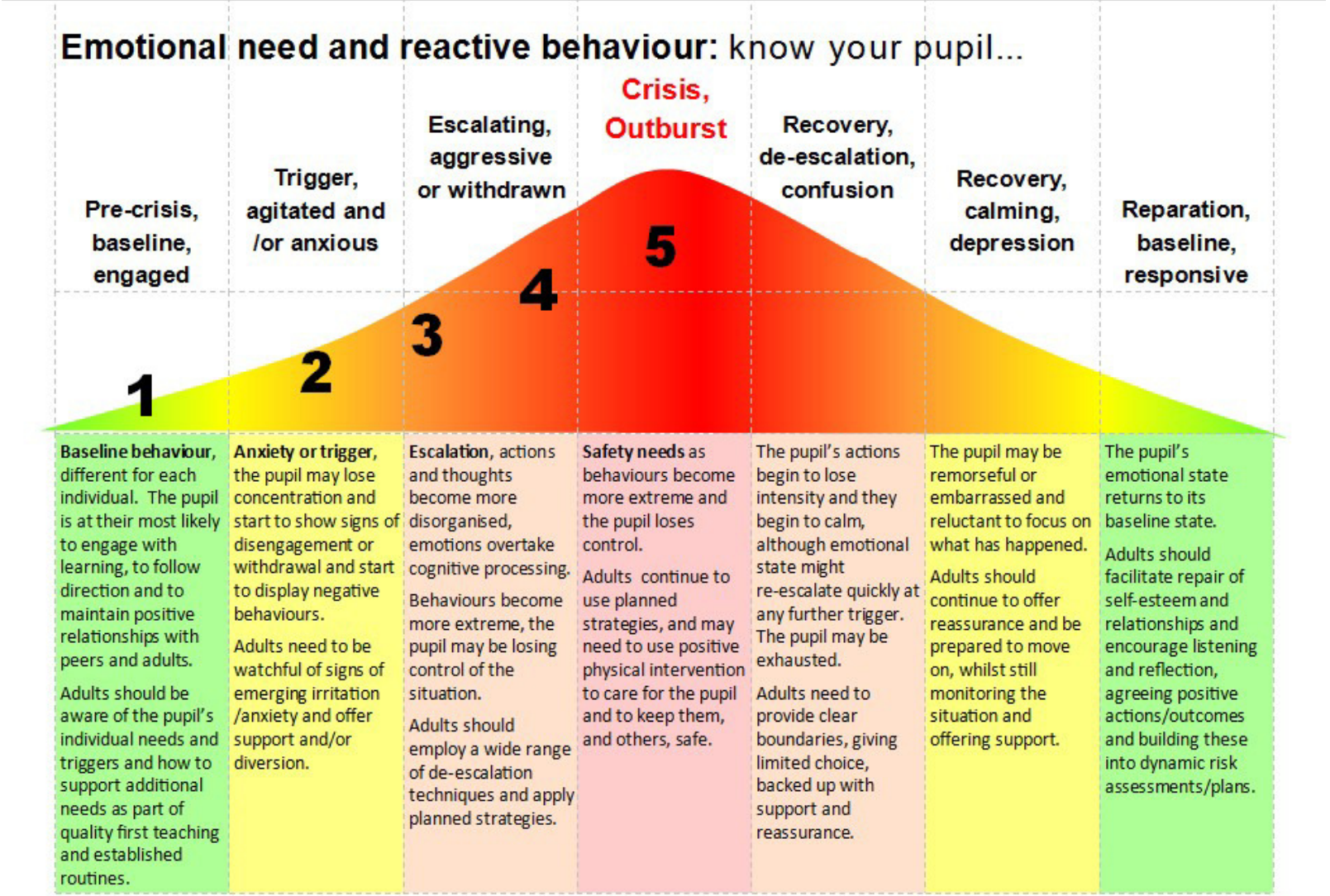


My Blank Plan - Appendix 3b





Emotional Needs - Appendix 3c



Appendix 4

HELP SCRIPT - example

Helpingastudent:

Behaviourisalanguage.Ourfunctionistoprovidehelpfor students and foreachother. This help script is aimedatlowering/defusing angeroranxietyinourservicesusers.

1. ***"John."*** Usethechild'sname,itwillhelpmake aconnectionandengagetheir attention.
2. ***"John. I can see youareupset."*** Choose your words carefully. Recognitionof their feelings is fine, but avoid words such as; anger or annoyed, as this may escalate the situation.
3. ***"I am heretohelp."*** This is a statement of your intention, simply,youarethere to help. It's worth remembering that a conscious effort must be made to ensure your para verbal and body language give the samemessage.
4. ***''How can I help? What do you need right now''***
5. ***"Talk and Iwilllisten."*** This statement begins to providethestudentwithsomedirectiontogetherwithsecuringourfunction.
6. ***"John. Come with me, let's gotothe…"*** Continue to providetheserviceuser with some direction. Removing them to an area of neutrality to discuss the issue and continue the calmingprocess.

If the student is pacing, staff should avoid walking back and forth, shadowing the young person. This can feel extremely intimidating. CALM stance and body language is essential, as is awareness of staff's proximity to the services user's personal/dangerous space. You should be at least your arm's length away from the student, unless it is necessary to engage with them physically. Remember to speak clearly & confidently and remain calm.

HelpingacolleagueSeekinghelpshouldalwaysbeconsideredasasignofprofessional strength. Moreover, as professionals we should allow others to offer and accept help, particularly at times when our own interventions may beunsuccessful.

The words **"help"** and **"more"** should act like flash cards for staff. It has to be established within the culture of the setting, that help & support framework is something we all do for each other, staff & students.

1) "MrSmith, I am availableto help" The member of staffmakesaclearstatementannouncingtheyaretheretohelp.

2) "Thank you Ms. Jones, you canhelp by../" This memberofstaff thenhastheopportunitytogivedirectionsastowhattypeofhelptheyrequire (i.e. help by watching, or help by looking after the rest of the class). But moreimportantlytheyatthispointretainautonomyoverthesituation.

3) "Mr. Smith, I am available for more help." The word 'more'should provide a pause point for the member of staff currently dealing with the student (in this example, Mr. Smith). At times, asprofessionals we need to recognise that some interventions are unsuccessful, and/or may escalate situations. Therefore, the professional judgments and support of our colleagues should beaccepted.

4) "What do you suggestMsJones?" The focus here shouldbeonteamhelp,autonomyispassedoverallowingthememberofstafftosuggest an alternative strategy.

5) "How about if I sit with John…….and I'll catch up with you later." Thisexampleprovidesusasubtlewayofhelpingacolleagueoutofasituation with respect and dignity. It is important that we "catch up with" them later, to provide feedback and discussoutcomes.

Appendix 5

SEARCHING, SCREENING AND CONFISCATION

Power to Search without Consent

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8.

Staff may only search a pupil's belongings without consent if there is good reason to believe that a pupil has in their possession any item which are 'prohibited items' or has the potential to cause harm to themselves or others i.e.:

- knives and weapons
- alcohol
- illegal drugs
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to school property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- Does not belong to him/her e.g. stolen items.

Permission must be obtained from the Head of Care or Principal before any search is carried out. They must be satisfied that failure to carry out the search will put at risk the welfare of the child, or others and will decide when the pupil is to be informed of the search.

School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item

Staff should seek permission from the young person and allow them to be present when the search is made (unless to do so would compromise safety.) At least two members of staff must be present during any search, one of whom should be a member of the school's senior leadership group or during the evening the Head of Care or team leader.
Section 10.1 Residential Care Policy – 9

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do. Staff conducting a personal search should be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched. The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

‘Possessions’ means any goods over which the pupil has or appears to have control – this includes wardrobes, desks, lockers and bags.

What the law allows:

Schools’ general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a ‘with consent’ search so long as it is reasonable in the circumstances.

Where any article is thought to be a weapon it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Following the search the Principal or Head of Care will decide whether any further action is necessary. However, legislation sets out what must be done with prohibited items as a result of a search. A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of **alcohol** as they think appropriate but this **should not include returning it to the pupil**. Where they find **controlled drugs**, these **must be delivered to the police** as soon as possible but may be disposed of if the person thinks there is a good reason to do so. Where they find **other substances**which are not believed to be controlled drugs these **can be confiscated** where a member of staff believes them to be harmful or detrimental to good order and discipline. Include: for example, so called ‘legal highs’. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

Where they find **stolen items**, these **must be delivered to the police** as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.

Where they find weapons and knives and extreme pornography must always be handed over to the police, otherwise it is for the senior leader to decide if and when to return a confiscated item.

Appendix 6 – Coronvirus guidance updates to Behaviour Policy April 2020

1. Scope

This addendum applies until further notice.

Unless covered in this addendum, our normal behaviour policy continues to apply.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

2. Expectations for pupils in school

2.1 New rules

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules, these have been summarised in emails from the Headteacher.Parents should encourage and where possible ensure, their children follow the new procedures that have been put in place. Parents should contact Sarah Barker (day pupils) or MattGarnett (residential pupils) if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

Add details of the rules you'll have in place, as set out in any planning documents you've put together. You'll probably want to split these into subsections to make them easier to read.

Reasonable adjustments are being made for pupils with more challenging behaviour, on an individual basis, in line with their EHCPs.

The following are all effected by the Coronavirus legislation:

- Altered routines for arriving or leaving the school, including taxis carrying fewer pupils, staff wearing PPE and some changes to times of pick up and drop off
- Hygiene, such as handwashing and sanitising, must be undertaken in line with guidance
- There will be some limits on who pupils can socialise with at school, including at lunch and break times. Every attempt has been made to plan for as much socialisation and normalcy as possible
- Moving around the school (e.g. one-way systems, out of bounds areas, queuing with social distancing)
- Different arrangements at break and lunch time including room and staff changes
- Sneezing, coughing, tissues and disposal **('catch it, bin it, kill it'** is in force) and pupils to avoid touching their mouth, nose and eyes with hands
- Pupils/parents to communicate or tellstaff if they are experiencing symptoms of coronavirus
- Sharing any equipment or other items, including drinking bottles is being tightly monitored with hygiene routines in place
- Breaks or play times, including where children may or may not play, are different to normal and need to be adhered to for safety of all
- Use of toilets is being monitored to ensure there is not a build up of pupils at one time, whilst maintaining their dignity and right to access to a toilet. Regular cleaning is in place.
- Pupils must notintentionally cough or spit at or towards any other person.

2.2 Unintended consequences will apply as usual as per this policy, however where we cannot guarantee non-transmisson of the virus we will take immediate action. For instance, if a pupil

refuses to cease engaging in any dangerous behaviour that increases theirs/others risk of infection, we may ultimately have to make a decision that they are not safe to be onsite.

2.3 Changed rules

As long as this addendum applies, we will alter the following school rules.

- Attendance expectations for pupils who can attend school, will follow government guidance at all times
- Expectations for uniform are that pupils in Years 3- 11 wear their uniform as normal and wash it on returning home, thereby not mixing school uniform with their normal clothes. This minimises risk of transmission.

3. Expectations for pupils at home

3.1 Remote learning rules

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact the class teacher or ATA if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

Expectations of parents/pupils

- Be contactable during required times – although we take into account that pupils may not always be in front of a device the entire time or parents instantly available on the phone
- Complete work to the deadline set by teachers/ATA
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages
- Reasonable adjustments are in place for all pupils according to their ability and their access to online resources, including work packs being sent home and monitored

4. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every 6 weeksby Marianne Best, Headteacher. At every review, it will be approved by the full governing board.

5. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Health and safety policy
- Attendance policy

Welburn Hall School staff are trained in the use of Securicare for Preventing and ManagingChallenging Behavior. The training delivered to all staff is as follows by colleagues from Brompton Hall School School:

PREVENTING & MANAGING CHALLENGING BEHAVIOUR

BROMPTON HALL SCHOOL

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ABOUT SECURICARE

- Incorporated1995
- We provide training to a wide rangeof sectors where staff can experience challengingbehaviours
- All training is inline with regulatory guidance and the NationalOccupational Standards
- Accredited by:Pearson/ICM/ISO9001
- Mybackground…
- Yourbackground…

TRAINING AIMS

- Compliance with Health & Safety and otherregulatory guidance
- To define challengingbehaviour
- Describe the triggers and functions ofchallengingbehaviour
- Identify and develop methods of positively supporting people with challenging behaviour in a personcentred approach
- Support safe practices before during and afterincidents
- Develop and implement effective methods of communication for managing and defusingchallenging behaviours
- Understand how people can be effected during anincident and how to control our ownresponses
- Identify and manage post incidentissues
- Identify the current guidance and legal framework rethe use of restrictive physicalinterventions

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HEALTH & SAFETY, NATIONAL OCCUPATIONAL STANDARDS

OCCUPATIONAL HEALTH & SAFETY

Occupational Health and Safety law states that employers have a common law duty of care towards their staff. This extends to the risk of aggression and violence in the workplace.

HSE's definition of violence:

"Any incident in which a person is abused, threatened or assaulted in circumstances relating to their work, involving an explicit or implicit challenge to their safety, well-being orhealth"

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DoH Guidance 2014

Positive &ProactiveCare: reducing the needfor restrictive interventions (April2014)

Replaces the Dept. of Health/DfES 2002 non-statutory Joint Guidance on Physical Intervention

Across the full range of health and social care services delivered or commissioned by the NHS or local authorities in England, people who present with behaviour that challenges are at higher risk of being subjected to restrictiveinterventions

Summary of Key Action:

- **Staff must not deliberately restrain people in a way that impacts on their airway, breathing or circulation, such asface down restraint on any surface, not just on the floor. [Para70]**

- **If restrictive intervention is used it must not includethe**

deliberate application of pain. [Paragraphs 58, 69, 75]

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DoH Guidance 2014

- If a restrictive intervention has to be used, it must always represent the least restrictive option to meet theimmediate need. [Paras 64,96]
- Staff must not use seclusion other than for people detained under the Mental Health Act 1983. [Paras 80,89]
- People who use services, families and carers must be involved in planning, reviewing and evaluating all aspects of care and support. [Paras 25, 36, 42, 53, 58, 62, 108, 116, 118]
- Individualised support plans, incorporating behaviour support plans, must be implemented for all people whouse services who are known to be at risk of being exposed to restrictive interventions. [Paras 35, 61, 65, 106, 108, 115]

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NATIONAL OCCUPATIONAL STANDARDS

NOS: For the Prevention and Management of Work Related Violence (2008)

- Make sure your actions contribute to a positive andsafe working culture
- Protect yourself from the risk of violence atwork
- Identify, assess and review the risk of violence toworkers
- Develop effective policies and procedures for minimisingthe risk of violence to workers and review theireffectiveness
- Implement policy and procedures to reduce the risk ofviolence atwork
- Promote a safe and positive culture in theworkplace
- Resolve and evaluate work-related violentincidents
- Support individuals involved in violent incidents atwork

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NATIONAL OCCUPATIONAL STANDARDS

NOS: For the Prevention and Management of Work Related Violence (2008) Cont....

- Investigate and evaluate incidents of violence atwork
- Make sure communication is effective following an incidentof violence atwork
- Develop and maintain an effective managementinformation
- system for incidents of violence at work
- Managing aggressive communication within anorganisation
- Make sure your own actions minimise the risks ofaggressive
- communication
- Managing loneworking

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CHALLENGING BEHAVIOUR TRIGGERS & FUNCTIONS OF BEHAVIOUR

BEHAVIOURAL DEFINITIONS

Q: WHAT IS CHALLENGING BEHAVIOUR?

"Behaviour of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit or deny access to and use of ordinary community facilities; or

Behaviour that is likely to impair a child's personal development and family life and which represents a challenge to services, to families and to the children themselves, however caused."
(Emerson et al 2001)

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REDUCING THE FREQUENCY OF CHALLENGING BEHAVIOUR

- **What can be done before an incidentoccurs?**

Preventative strategies inc; changes to the environment,

intensive interaction, care plans etc

- **What can be done during anincident?**

Pro-active & re-active strategies inc; positive programming, focused person centred approach, active listening, stimulus change, situational management etc

- **What can be done after theincident?**

Recovery strategies inc; alternative activities, removal of triggers, taking the time needed to support individuals

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COMMON FUNTIONS OF BEHAVIOUR

Behaviour serves a function or purpose. Challenging behaviours are maintained if the person is successful in achieving the desired function or purpose.

- Gainingattention
- Escape or avoidance oftask/activity
- Gaining access to preferred activities, objects orpeople
- To reduce their own agitation oranxiety
- To gain some power or control over their ownlife
- As a means ofcommunication

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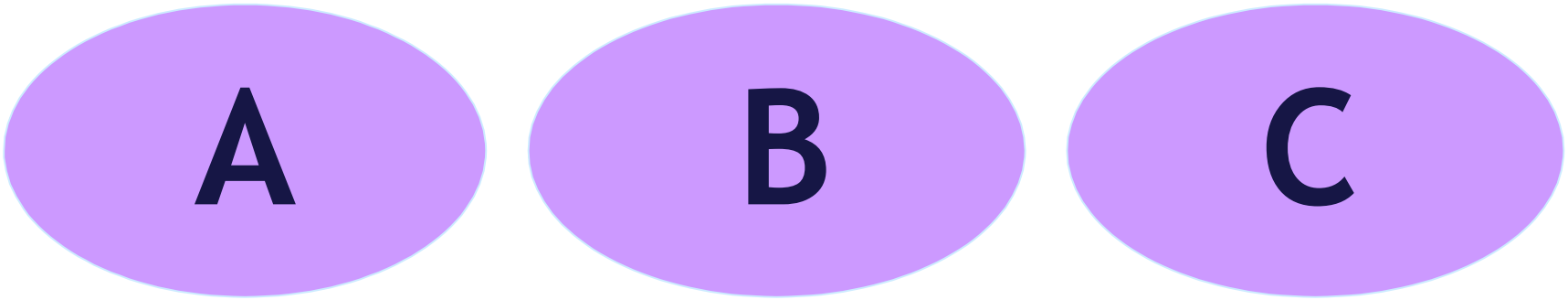
IDENTIFYING CAUSES OF BEHAVIOUR



Antecedent

Behaviour

Consequence

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FACTORS THAT INFLUENCE BEHAVIOUR

- Socialbackground
- Behaviouralphenotype
- Personality
- Illhealth/impairment
- Pasthistory
- Relationships
- EFFECTS OF PSYCHOACTIVE SUBSTANCES (drugs/medication/alcohol)
- Frustration
- Peer grouppressure
- Reaction toauthority
- Environment
- Groupdynamics
- Tiredness/hunger
- Personalproblems
- Stress
- Fear/phobias
- Communication
- Difficulties communicating
- Prejudice
- Personalbeliefs
- Restrictions
- ?

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BEHAVIOURAL PHENOTYPES

- Refers to those aspects of a person's behaviour that can be attributed to the presence of aspecific genetic or biological anomaly orcondition
- We can expect people with certain conditions to have a tendency towards certain behaviours. This might mean altering our approach to accommodate thebehaviours
- This can also have an affect on the way in which we support or treat anindividual

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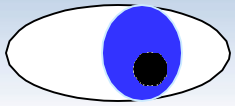
ICEBERG THEORY



Escalating behaviour

Crisis point

De-escalating behaviour

Minor irritations, daily stresses and frustrations, other peoplesbehaviour, environment, tiredness

Personal problems, long term stress, life style, bereavement

Personality, prejudices, beliefs, social background, permanent health problems

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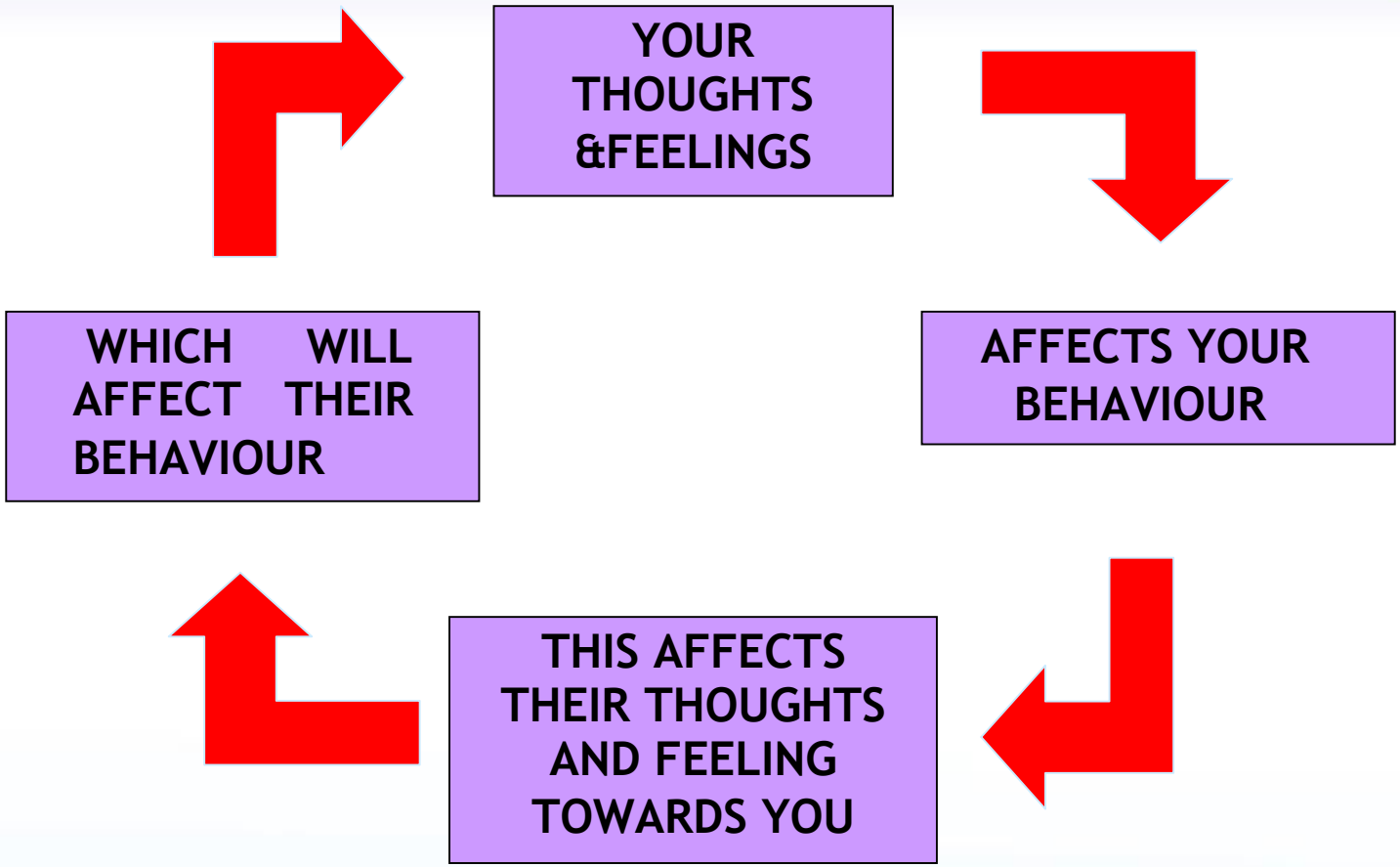
HOW ATTITUDE AFFECTS BEHAVIOUR



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RECOGNISING CHANGES IN MOOD OR BEHAVIOUR

- Change in Bodylanguage
- Agitated
- Shakes
- Redfaced
- Sweaty
- Staringeyes
- Squeaky/ raisedvoice

- Gesticulations
- Grindingteeth
- Pale
- Stammering
- Some people just go very quiet

This can make them un- predictable if you have not recognised this as a sign

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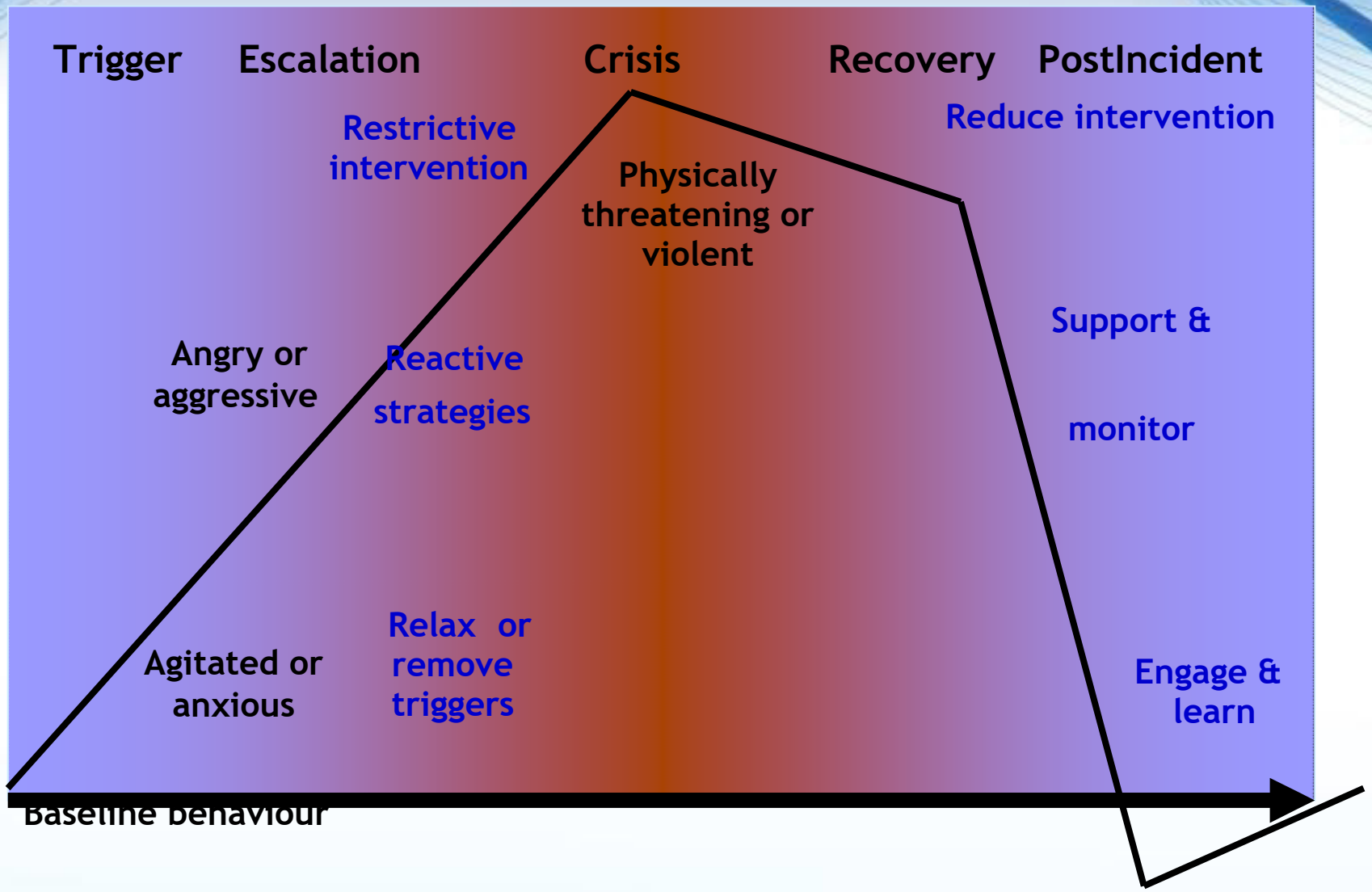
INCIDENT CYCLE



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HOW ADRENALIN WORKS

- Glucose is release bythe liver to help the muscles work
- Breathing gets faster sothat extra oxygen can transform the glucose intoenergy
- The heart beats faster toget the oxygen to themuscles
- Blood is diverted awayfrom the digestive system
- Muscles tense readyfor action
- Skin changes occur due to the bodies increased activity, redface/sweating
- Blood drains away from the higher to the lower more instinctive part of the brain affecting rationalthinking
- The body is preparing forthe fight or flight response
- ***Howusefulisthisprimitive response in our modern world?***

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REACTIONS TO CONFRONTATION

- Pounding heart
- Drymouth
- Jellylegs
- Musculartension
- Breathingfaster
- Feelingsick
- Churningstomach
- Sense ofpanic
- Indecisiveness
- Freezing
- Not in control
- Autopilot
- Lost forwords
- Hairs on the backof yourneck
- *Feelingsofangeror indignationatbeing threatened*

WHAT CAUSES THESE REACTIONS?

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COMMUNICATION & DE-ESCALATION

COMMUNICATION

We read peoples true feelings in 3 ways, what are they?

- Language (the wordsspoken)
- Intonation (how you saidit)
- Non-verbal signs (body Language)

Using 100% place these in sequence of priority

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COMMUNICATION

- Language7%
- Tone of voice38%
- Body Language55%

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BARRIERS TO COMMUNICATION

- Pain/discomfort
- Stress
- Medication
- Impairment/disability
- Fatigue
- Language/jargon
- Lack ofskills
- Inconsistentmessages
- Light levels/backgroundnoise/activity
- Physical or mentalhealth
- Self perception/status ofothers
- Current message conflicts with previousmessage

ENSURING EFFECTIVE COMMUNICATION

- Be open and ask why there is a misunderstandingor frustration
- Communicate at an appropriate level, speak slowly,clearly, use language theyunderstand
- Clarify and check understanding, repeat or rephraseif necessary
- Give them time to process andrespond
- Consider your approach and its effect; eye contact, toneof voice, volume, personal space, stancetouch
- Pupil's may have difficulty with concept, timescale,negative responses
- Pupil's may agree with you just because it is easier give them the time and opportunity to express their realneeds
- Use key words, objects, Makaton, pictures, tapes, videosor other communication aids

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DE-ESCALATION

D E E S C A L A T I O N

Defusing Explanation

Empathise

Using the letters of the word DE-ESCALATION, list 12 key skills for reducing the risk of behavioural escalation

Space, Step Back, Slow it down Calming Sequence

Attitude **L**isten

Assertiveness

Time to sort the problem Intervention

Offer Concessions

Negotiation

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Effective De-escalation

CALMING STRATEGIES

- GIVINGSPACE
- POSTURE, STANCE, POSITION
- CONTROLLING YOURVOICE
- REMOVING THEAUDIENCE
- REGULATING EYECONTACT
- HEARING THEMOUT
- HOW LONG WILL THIS STAGETAKE?

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BUILDING RAPPORT

- ACTIVELYLISTENING
- ASKINGQUESTIONS
- EXPLAIN THINGSCLEARLY
- DISPLAYINGEMPATHY
- MAKE A CONCESSION OR FRIENDLYGESTURE

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ESTABLISHING A CONCLUSION

- AVOIDING GIVINGULTIMATUMS
- OUTLINING BOUNDARIES FORACCEPTABLE BEHAVIOUR
- OFFERING FACE SAVING OPTIONS
- FINDING ASOLUTION/ALTERNATIVE
- OUTLINE POSSIBLECONSEQUENCES
- LEAVE IF YOU FEEL UNCOMFORTABLE ORUNSAFE

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POST INCIDENTISSUES

RECORVERY POST INCIDENT

- Immediate support for allinvolved
- Record &report
- Personalreflection
- Investigation
- What lessons have beenlearnt?

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ADRENALINE: ONCE THE THREAT

POST INCIDENT EFFECTS

- Glucose levels return tonormal
- Breathing slows, becomesdeeper
- The heart slowsdown
- Blood is once again directed to thedigestive system
- Musclesrelax
- Sweatingstops
- Pupils of the eyes return tonormal

ARE YOU BACK TO NORMAL?

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POST INCIDENT EFFECTS

- Symptoms of shock
- Feelings of depression
- Elation/hypedup
- Anticlimax/confusion
- Headaches
- Tiredness
- Nausea
- Crying
- Questioning or going over theincident

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POST INCIDENT SUPPORT

- Discussion/De-brief/Counselling (local orexternal)
- Time out/break
- Change of workingenvironment
- What have welearnt?
- Both staff and service user's needs to beconsidered

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WHAT TO REPORT?

- Threats andintimidation
- Attacks on staff
- Attacks on customers orvisitors
- Self injurybehaviour
- Presence of anyweapons
- Substanceabuse
- Damage toproperty
- Nearmisses

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WHY REPORT?

- To comply with Health and SafetyRegulations
- To highlight developingproblems
- Highlight resource issues
- To monitor the effectiveness of policies,procedures
- Provides protection for customers andstaff
- Highlight the frequency of interventions,staff involvement and training requirements
- Highlight any developing patterns or sequencesof events

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PHYSICALINTERVENTION

DUTY OF CARE ANDNEGLEGENCE

There is a professional duty to do the right thing,

'In Common Law pupils are owed a duty of care that requirescarerstomeettheirneedsinaccordancewith a standard of acceptable practice by a responsible body of professional opinion'

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THE LAW

THE CRIMINAL LAW ACT 1967, SECTION 3 Provides that:

"A person may use *(take)* such force*(action)*asisreasonableinthe

circumstances....."

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DfES GUIDANCE

Section 93 Education & Inspections act 2007 provides that:

"A person to whom this section applies may use such force as is reasonable in the circumstances to prevent a pupil from doing (or continuing to do) any of the following:

- Committing anoffence
- Causing personal injury to, or damage to the property of, any person (including the pupilhimself)
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise

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WHO CAN USE PHYSICAL INTEVENTION?

- Any teacher who works at the school and any other person, who with the authority of the head teacher, has lawful control or charge of pupils at theschool
- Others may include: classroom assistants; care workers; and mid-day supervisors

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REASONABLE FORCE?

- Will always be assessed against ALL the prevailingcircumstances
- Was the use of force necessary or could ithave been dealt with in anotherway?
- Were all other available options exhausted first or judged inappropriateor inadequate? The use of force should always be a choice of lastresort

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CRITERIA ON WHICH YOUR ACTIONS WILL BE JUDGED

- Was the action necessary and consistent with your policies/guidelines/behaviour managementplans?
- Were your actions proportionate to the harm you were trying toprevent?
- Was any force applied used for the minimum length oftime?
- Were there any special mitigatingcircumstances, e.g. the person had attacked you before in similar circumstances, this would justify taking pre-emptiveaction

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REASONABLE FORCE?

Necessary?

- All otheroptions exhausted, or;
- Other option impractical or ineffective,or;
- Failure to take action is likely to result in significantharm

Proportionate

- The immediate level ofthreat
- Differences in size/strength or numbers
- Presence of a weapon
- Prior history of violence
- The need to defendyourself

Timelimited?

- The person remains a significantthreat and;
- No significant danger is developing as a result of the continued application

PERCEIVED DANGER!

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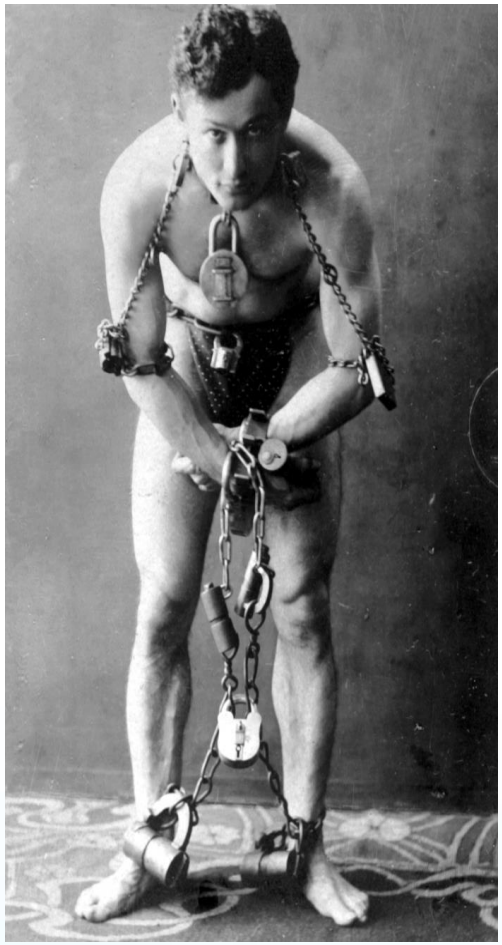
RESTRAINT & RESTRICTIVE PHYSICAL INTERVENTIONS

Any intervention used to limit a persons liberty



An intervention can be:

- Verbal
- Physical
- Environmental
- Mechanical
- Chemical

RCN; 2006

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THE RISK OF PHYSICAL INTERVENTION

- May cause discomfort ordistress
- May cause pain orinjury
- It may create mistrust and underminerelationships
- It can become a routine rather than anexceptional method of managing thebehaviour
- It increase the risk ofabuse
- Undermines the pupil's dignity and can be degradingor humiliating
- It can trigger negative thoughts, feelings andbehaviour

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THE RISK OF NOT INTERVENING

- Someone suffers injury orharm
- Failure to protect a thirdparty
- The person harmsthemselves
- Negligence in our duty of care to anotherPupil

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POTENTIAL ASPHYXIATION

- **POSITIONAL ASPHYIXIATION:** Is a form of asphyxia which occurs when someone's position prevents them from breathing adequately
- **RESTRAINT ASPHYIXIA:** Is a form of asphyxia which occurs when someone's position prevents them from breathing adequately and as a result of physical restraint the person cannot get out of thatposition

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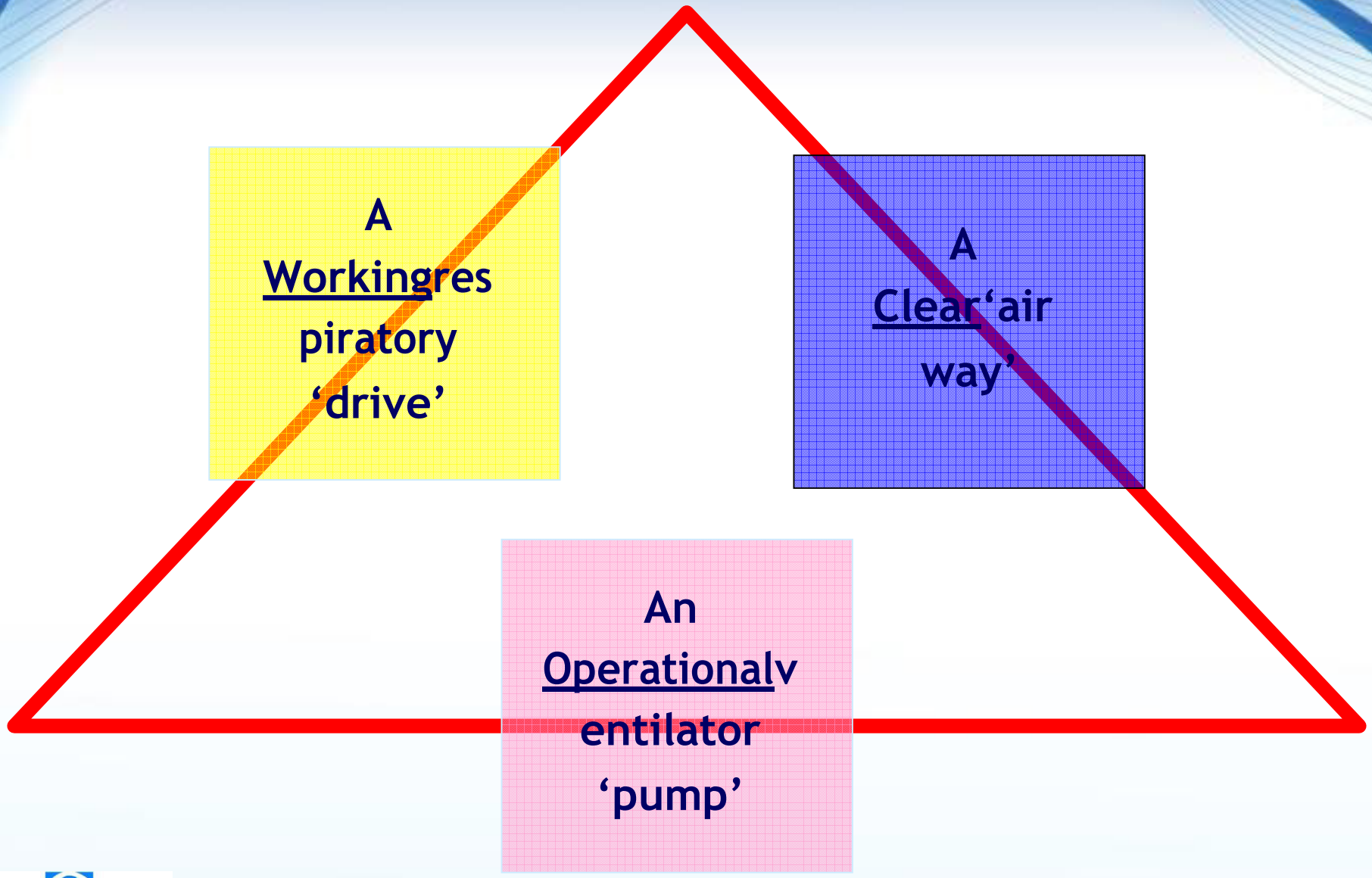
THE BREATHING APPARATUS



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RESTRAINT RISK FACTORS

- Bodyposition
- Responders level of force and therecipients position
- Excess bodytissue
- Alcohol ordrugs
- Timescale and intensity ofresistance
- Health issues

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FURTHER READING AND INFORMATION

- Dept of Health: Valuing People(2001)
- Dept of Health: No secrets.(2000)
- Dept of Health and Dept for Education & Skills: Guidance on the useof Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders. (2002)
- Dept of Education: Guidance on the Use of Restrictive Physical Interventionsfor Pupils with Severe Behavioural Difficulties (2003)
- Royal College of Nursing: Restraint revisited, rights, risk andresponsibility (2004)
- Care Standards Act(2000)
- Mental Capacity Act(2005)
- National Minimum Standards Independent Care(2002)
- BILD Code Of practice for the use of physical interventions.(2006)
- BILD Good practice in physical interventions.(2006)
- BILD Physical Interventions, A Policy Framework. BILD(1996)
- BILD Ethical approaches to physical intervention(2002)
- BILD Carers guide to physical interventions and the law.(2005)
- BILD Training carers in physical interventions.(2001)

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