**POSITIVE MANAGEMENT OF BEHAVIOUR
POLICY STATEMENT & GUIDELINES**

This is the intended policy for Becker School. It will be updated again before the school opens.

This policy and its accompanying practice papers reflect a range of national guidance and practical experience in respect of the management of behaviour.

Documents consulted include:

Keeping children safe in education statutory guidance Department for Education September 2023
Use of reasonable force in schools
The Children Act 1989 and subsequent Guidance and Statutory Instruments of the Act
Behaviour in schools Advice for Head teachers and school staff September 2022
The Human Rights Act 1998
OFSTED Summary report -`Managing Challenging Behaviour'

Review

This document will be reviewed annually.

Introduction

Staff are encouraged to adopt a flexible approach in order to meet the needs of individuals. Our fundamental belief is that **every** young person has the potential for growth, has positive qualities and has the right to be treated with respect and dignity.

It is important to note that we all understand that Behaviour is a form of communication. Describing behaviour as good or poor positive or negative can suggest that this is not understood. However, there is a common understanding around behaviour which is described as socially acceptable.

For ease of reference, we often describe this as positive or acceptable behaviour.

Rationale

The purpose of this policy and practice document is to describe the ethos, culture and values of School within a framework for relating positively to young people.

The school ensures high standards and expectations of positive interaction and socially acceptable behaviour are shared and modelled through all aspects of school life including the culture, ethos and values of the school, how young people are taught and expected to behave.

We have a child-centred approach, which aims to understand and meet the needs of individual before difficulties arise, to recognise an individual's early behavioural signs which can be physical, emotional and communicative. We understand that behaviour choices are a form of communication. We seek to help young people to communicate in ways which are more socially acceptable so they can effectively communicate their needs and wishes with those in the communities around them.

We understand that our young people often need our help to learn to manage their emotional responses in a more socially acceptable way so they are better prepared for their future independent lives.

What is described as positive behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which young people want to attend and where they can learn and thrive.

Being taught how to behave in a socially acceptable and appropriate way is vital for all young people to succeed personally.

It is important that we create an environment in which behaviour is positive and everyone can learn and feel safe.

Where behaviour is disruptive or could be deemed socially unacceptable, young people can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying (including cyberbullying, prejudice-based and discriminatory bullying) **– see separate Anti Bullying policy**, violence, and distress. It can cause some young people to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of teachers and, for some, it is a reason why they leave the profession.

We create a culture where young people and staff flourish in safety and dignity. We support them to communicate effectively rather than by presenting with behaviour which could be challenging.

It is important that leaders create and reinforce this culture, ensuring it permeates through every aspect of school life. Staff are trained to make sure that they collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to behaviour presentation consistently and fairly.
We have created an environment where positive behaviours are more likely by proactively supporting young people to behave appropriately in a school setting and when out visiting places in the wider community.

Young people are taught explicitly about what good behaviour looks like. Some will need additional support to reach the expected standard of behaviour. This support will be identified and put in place as soon as possible to avoid unacceptable behaviour occurring in the first place.

When young people do behave in an unacceptable way, school staff respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring.

To support these aims, this guidance outlines different responses to behaviour that we use, including sanctions and pastoral approaches. In some cases, particularly when a young person is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed.

For some young people, schools and families/ carers cannot be their sole support network. A wider team around the young person is needed which could include social and health professionals whom will all need to play their part in helping them to learn how to communicate effectively and in socially acceptable ways.

This guidance provides advice on interventions and approaches we may take to prevent the recurrence of unacceptable behaviour. In serious instances, a young person may need to be suspended or excluded. There is a separate school policy which covers suspension and exclusion.

Principles

The policy and practice within School demonstrates:

- Consistent, clear and fair practices which are consistently shared by the adults in school
- An approach which reflects our Trauma informed practice
- An approach conducive to effective physical and emotional care, education and therapeutic intervention
- Arrangements and practices which are known to young people, staff, parents /carers and placing authorities which effectively convey the culture of the School
- A sense of community and shared values
- Mutual respect
- The promotion of positive relationships
- A commitment to pro-activity rather than crisis driven approaches
- The encouragement of self-worth, self-confidence and self-discipline
- An emphasis on positive effort and achievement
- The encouragement and generalisation of pro-social behaviour and skills
- An active partnership with parents/carers/ families, Local Authority representatives and other members of the Team around the Child.
- That any use of sanction is considered, fair and consistent
- Sensitivity to the needs of the local community

Creating a positive climate a structured environment

The positive management of young people becomes possible when their basic needs are met:

- The whole school environment reflects a care that it is a pleasant environment to work in
- Individuality and development of understanding that with rights comes responsibility
- The staff in school have a very good understanding of the individuals with whom they work including the needs they have in relation to SEND
- Partnerships with parents/carers and placing authorities

- Young people are encouraged to feel pride in their school.
- Young people feel they have 'a voice' in school
- Most importantly young people feel Safe and Secure in school

Roles

The proprietor ensures that:

- A written policy to promote good behaviour amongst young people is implemented effectively. This behaviour policy sets out the disciplinary sanctions which can be used in school.
- An effective anti-bullying strategy is drawn up and implemented so that bullying is prevented, as far as is reasonably practicable.

The headteacher must determine measures which aim to:

- Encourage good behaviour and respect for others; secure an acceptable standard of behaviour; promote self-discipline and proper regard for authority; prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Ensure that young people complete any tasks reasonably assigned to them in connection with their education; and otherwise regulate the conduct of young people

All staff should:

- Be aware of include the school's safeguarding/child protection policy, the staff behaviour policy and code of conduct, the safeguarding response to children who go missing from education and the role and identity of the designated safeguarding lead
- Be aware of the Trauma Informed practices which underpin our work in school
- Demonstrate respectful interactions with both adults and young people in school
- Staff have an important role in developing a calm and safe environment for young people and establishing clear boundaries of acceptable behaviour
- Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that young people can see examples of good habits and are confident to ask for help when needed. Staff should also

challenge others to meet the school expectations and maintain the boundaries of acceptable conduct

- All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction
- Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

Young People

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.

To achieve this:

- Every young person will be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes
- Young people have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture
- Young people will be asked about their experience of behaviour and provide feedback on the school's behaviour culture.
- Every young person will be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture

Parents and carers

The role of parents is crucial in helping schools develop and maintain good behaviour.

To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture.

Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

School will reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy. Where

appropriate, parents should be included in any pastoral work following unacceptable behaviour, including attending reviews of specific behaviour interventions in place.

Relationships

The principal reward and encouragement for any young person is the positive attention and frequent expression of approval and support by the adults around them. Quality of relationships between young people and adults is critical in the ethos and culture of School.

All schools have rules, procedures and codes of conduct, which seek to manage formally how people behave; this schools is no exception.

Sometimes these are explicit, some are less obvious. In general School seeks to reflect similar norms and values of society. There is an even greater need for young people with special needs around Social, Emotional and Mental Health to have detailed and unambiguous expectations modelled and described to them and for them to be regularly reminded of these.

Within School, an attempt is made to present these expectations and aspirations in a format that is readily understood by children and young people of all ages and in a terminology that is clear.

The way that this information is communicated to children and young people is crucial to the success of its intended outcomes.

Behaviour expectations and young people with Special Educational Needs and/or Disability (SEND)

The young people at this school have been placed with us due to their Special Educational Needs. These needs often relate to Social, Emotional and Mental Health difficulties. Many also have other SEND needs. Therefore, our policy and practices are entirely focussed on working with various SEND challenges.

Our school culture consistently promotes high standards of behaviour and provides the necessary support to ensure all young people can achieve and thrive both in and out of the classroom. It is vital that all young people in school can learn in a safe and calm environment.

We review and analyse incidents to ensure our approach meets the needs of all young people in the school, including those with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all.

It is important to maintain a positive behaviour culture which will create calm environments which will benefit young people with SEND, enabling them to learn.

Some behaviours are more likely be associated with particular types of SEND, such as a young person with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to an individual's SEND need, although it does not follow that every incident of unacceptable behaviour will be connected to their SEND.

Schools need to manage behaviour effectively, whether or not the young person has underlying needs. When a young person is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

Our young people have Individualised plans which describe the effective ways which they can be supported in school. However, it is important that it is clearly understood that the needs of all must be considered. One young person cannot be able to disrupt the learning and school environment for others in school. All young people have SEND and all have rights and responsibilities around learning and safety in school.

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a young person has SEND that at times affects their behaviour.

In particular:

- Schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- Under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND; and if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. As a school which specialises in working with challenges related to Social, Emotional and Mental Health we have a raft of strategies to support individuals.

Examples of preventative measures include (but are not limited to):

- Full training for all staff in the Trauma Informed Practice which underpins the school's approach
- Training to support staff to understand the SEND needs of young people

- Short, planned movement breaks for a a young person whose SEND means that they find it difficult to sit still for long;
- Areas in school which are used as 'safe spaces' for young people to take time away to regulate and have quiet time with staff
- Adjusting seating plans to allow young people with visual or hearing impairment to sit in sight of the teacher;
- Adjusting uniform requirements for a young person with sensory issues or who has severe eczema;
- Any preventative measure should consider the specific circumstances and requirements

Positive personal contact between children and young people and staff

Within our community there is clear and unequivocal expression of normal, positive, physical contact between adults and between adults and children. This is not physical contact, which in any way seeks to establish authority over a child, but that which expresses care and acceptance, to provide comfort; ease distress and signal care as would be expected between trusted staff and young people.

However, the following guiding principles should apply:

- Given that a higher proportion of children with special needs may have experienced sexual and/or physical abuse, staff need to ensure that any physical contact is not misinterpreted
- Staff must be aware of the young people's difficulties around physical contact. This can be especially challenging for a young person on the Autism Spectrum
- If at any time a young person demonstrates verbally or otherwise that they are not comfortable with physical contact staff should respond immediately by ceasing that contact
- Staff must consider Health and Safety issues when deciding to cease physical contact. If cessation is likely to increase the risk of injury to staff, the young person or others present, these safety considerations must take precedence
- There should be no expectations of privacy for the physical expression of affection or comfort, although this may be appropriate in some circumstances (e.g. bereavement) staff need to be aware that different cultural factors may apply
- Age and maturity are factors to be considered in deciding appropriate physical contact
- Where a member of staff feels that it would be inappropriate to respond to a young person seeking physical comfort, the reasons for denying this should be explained. They should be comforted verbally as necessary

- The issue of personal contact in general is raised in interviews and induction training for staff and discussed in staff development.
- Physical contact should never be in response to or be intended to arouse sexual expectations or feelings
- Young people should be counselled with regard to socially appropriate /inappropriate times/places/situations to seek physical comfort
- Appropriate physical contact should be a focus of discussions with parents/carers through Key worker and other regular contact
- We use a side on hug to prevent any misunderstanding of physical contact.

We have a contingent touch procedure which is highlighted for individuals whose professional multi agency team have agreed needs a higher level of contingent touch required. When this is appropriate there is a plan written and agreed around how this will look for the individual pupil

Responding to behaviour

Maintaining a positive culture requires constant work and positively reinforcing the behaviour which reflects the values of the school and prepares young people to engage in their learning. Sometimes behaviour will be unacceptable, and young people need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions.

Young people may have complex SEND and Adverse Childhood Experiences (ACES). These young people are often developmentally and socially at a much younger stage of understanding around their behaviour presentation.

We support all young people to understand.

Responding to positive behaviour

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Examples of rewards may include:
- Verbal praise; points or dojo type reward
- Communicating praise to parents via phone call or written correspondence
- Certificates, stickers, prize ceremonies or special assemblies

- Positions of responsibility, such as delegated job or being entrusted with a particular decision or project; and whole-class, tutor group rewards, such as a popular activity

THE USE OF REWARDS IN POSITIVE BEHAVIOUR MANAGEMENT

Staff should balance the use of **sanctions** as a consequence of unacceptable behaviour, with the use of **rewards** for positive behaviour that leads to desirable outcomes. Rather than dealing with young people who are "doing it wrong", staff should make an effort to "catch them doing it right". Group behaviour in particular can be influenced greatly by the use of praise to those young people who are following expectations, rather than criticism of those who are getting it wrong.

Rewards

All young people are able to access Golden Time during the week, this takes place daily. There will be a variety of fun activities offered. These often promote social interaction, sport and physical exercise, Artistic or musical endeavours.

Hints to achieve make sure you attend all of your golden time:
- Positive behaviour
- Respecting others
- Good quality work
- Positive social interaction with staff and peers

Some of our young people are at developmentally different ages, we have young people who are working within a Primary model of schooling where a traffic light system is used to give a visual clue to the behaviour being encouraged or discouraged.

Young people are shown the behaviours which keep them in 'green' and those which can lead to moving to Red. They can always move back to green by showing those behaviours which adults encourage.

For those who are more developmentally mature and are working in Secondary educational model class groups the young people work on a points system

Within School we have a system of points and rewards.
- There are points available to each young person during every session
- These points are earned during lessons and break times.
- Your aim is to achieve as many Dojo points as possible each week:

Rewards:

These points are converted to rewards trips and individual rewards on a half termly and termly basis, young people can work towards their own rewards as discussed with their class Teacher.

For those on a primary model of education it is important that we consider each day and that we celebrate the successes of the day rather than holding this to the end of the week.

For those on a secondary model of education - every Friday we look at their points and overall behaviour in school.

Attaining socially responsible behaviour

Socially skilled children and young people will have learned to:

- Gain confidence and self-esteem by valuing their own strengths
- Identify personal characteristics needed for acceptance
- Behave appropriately in public
- Respect the rights and property of others
- Acknowledge and follow instructions and rules
- Can appreciate that there are positive friendships and negative ones and how they can change friendships to those which have a more positive impact on their lives
- Understand the impact of their behaviour on others
- Accept the consequences of their behaviour
- Understand social rules that fall within and outside the law
- Understand and respect differing cultural values
- Understand the effect of all forms of discrimination
- Respect the needs of others

Making and sustaining friendships

Socially skilled young people will have learned to:

- Initiate interactions by listening and speaking properly
- Give and receive positive non-verbal feedback
- Join and interrupt conversations appropriately
- Share and compromise
- Handle name-calling and teasing

- Say "no" to stay out of trouble and send an ignoring message
- Establish enduring relationships
- Appreciate, tolerate and accept differences and different points of view.

Relating to adults

Socially skilled children and young people will have learned to:

- Value the experience of adults
- Listen to adults' advice act upon adults' guidance
- Trust familiar adults
- Accept the differing boundaries that apply to adults compared to children
- Adjust to a range of situations, with a variety of adults with different interests
- Accept appropriate positive feedback and critical advice
- Greet and deal with visitors to the school politely
- Have confidence enough to be assertive with adults when this is appropriate

Gaining and maintaining group membership

Socially skilled children and young people will have learned to:

- Accept the need for conformity to group norms
- Participate in group discussion and debate
- Defend themselves and their rights when appropriate and appropriately
- Be aware that membership of some groups is exclusive and consequently accept the appropriateness of rejection from them
- Accept a fair share of group tasks
- Understand the need for a loss of a degree of personal autonomy to gain access to groups
- Value their role in group activities
- Discriminate between social and anti-social group behaviours

Personal and Group work can occur in informal and formal settings:

- Individual Resilience Sessions
- Talk time
- Planning Meetings
- School Meetings
- Personal Development Sessions

Posture

Body posture plays a significant part in interpersonal communication. It can either support or deny that which is communicated by words. To enable young people to know that they are being actively attended to:

- Adopt an open non-defensive position and stay relaxed
- Lean slightly towards the child or young person
- If in a possible confrontational situation take the 'Calm Stance'
- Arrange seating so that facial and eye contact can be maintained (note some of our young people struggle with eye contact. Ensure it can be maintained but do not try to force eye contact)
- Assume a position without barriers e.g. Table

Listening

The skill of listening is a critical one. Listening involves more than just hearing what others say. It includes responding in such a way that understanding is evident. Active Listening:

- Paying attention to the child or young person
- Interpreting the child or young person's posture, gesture, facial and voice cues
- Understanding what children and young people are thinking and feeling
- Communicating to children and young people that you either understand or are trying to understand

Encouragement of children and young people to dialogue

It is critical that staff do not dominate conversations. Indeed it is important that the child or young person is engaged in dialogue. It helps to encourage dialogue if:

- Sentences are kept short
- The child or young person is expected to reply
- The child or young person is given a chance to reply
- Frequent non-verbal feedback is given
- Periods of silence are not broken too prematurely
- Open questions are used

Conveyance of understanding

Conveying understanding is the means by which a climate of support is engendered and trusts between child/young person and adult gained. It is the most crucial of skills, and central to the process of all interpersonal communication. It helps to communicate understanding if:

- Plain and easily understood language is used
- Voice tone and manner of responses is congruent to the child or young person
- Time is taken to reflect
- Responses are frequent and not delivered all at once
- Clarification is sought when issues are unclear
- Affirmation is sought to confirm understanding

The following behaviours **do not** contribute towards a climate of mutual trust and respect within personal and group counselling. The following should be avoided:

- Pretending to understand using clichés
- Parroting
- Giving an inappropriate minimal response
- Ignoring what is said
- Being long-winded
- Being judgmental
- Misinterpreting advice giving as understanding
- Making patronising or condescending responses
- Becoming defensive
- Interpreting (playing the psychologist/therapist)

Individual Education Plan

The Head Teacher, Deputy Head teachers and SENDCo construct these and where possible with the child; it is reviewed every term. They set aims and objectives appertaining to the specific work with a particular child. It is important that all stages involve the child or young person in discussing and planning his programme. A child or young person is much more likely to complete objectives and meet targets if they view them as a joint venture to help with their own progress.

Summary

- Each child or young person must have an up to date IEP

- The IEP is updated after a review complete with recommendations from that review
- Where possible young people should be involved in the construction and evaluation of the various aspects
- Other staff should be aware of all IEPs and may be involved in various aspects of an individual's plan
- The IEP is no longer a requirement. However, we believe it is a useful tool to ensure the young person is developing well.

Responding to unacceptable behaviour

When a member of school staff becomes aware of unacceptable behaviour, they should respond predictably, promptly, and assertively and with the understanding that the behaviour is communicating a need in the young person.

The first priority should be to ensure the safety of young people and staff and to restore a calm environment.

It is important that staff across school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm.
The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all young people can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve these aims, a response to behaviour may have various purposes, which include:

- Deterrence: sanctions can often be effective deterrents for a specific young person or a general deterrent for all
- Protection: keeping young people safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a young person from a lesson, may be immediate or after assessment of risk.
- Improvement: to support young people to understand and meet the behaviour expectations of the school and reengage in meaningful education.
- Young people will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. They should be supported to

understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Acceptable forms of sanction

Examples of sanctions may include:

- Time to reflect with staff to talk about the choices they have made or what was deemed as unacceptable
- Discussions around ways they could have expressed their needs or wishes in a 'better way'
- A verbal reprimand and reminder of the expectations of behavior

- The setting of task to help clear up their made mess or to help re connect

- Loss of privileges – for instance, the loss of a prized responsibility

- School based community service, such as tidying a classroom

- Loss of an activity

- Reflection sessions during golden time

Intervention de-escalation techniques

Despite attempts to create and sustain a positive environment which encourages appropriate behaviours our children and young people are neither as socially or personally skilled as most of their peers in other school environments. As a consequence of this, they are more likely to cope poorly with frustration, conflict and anxiety resulting in poor judgement, a failure to anticipate the effect or consequences of their behaviour, and on occasions temporary losses of control.

Staff will know in what situations a young persons behaviour is likely to be difficult to manage. The individual plans detail known triggers and issues which can lead to difficulties

Inevitably, however, young people can react in a surprising manner due to unseen internal triggers or situations from outside of school which are unknown to staff. Also, staff have different thresholds and tolerances. Moreover because of their personal differences a degree of idiosyncrasy is likely to occur. However, the management of children and young people should not be dependent upon personal or spontaneous whims.

To achieve consistency, it is important that all staff seek to manage the following behaviours:

- *dangerous behaviour*
- *scapegoating*
- *gender invective*
- *racial comments*
- *religious intolerance*
- *bullying*
- *loss of self control*
- *damage to property*
- *causing tension*
- *spreading gossip*
- *physical aggression*
- *debilitating anxiety*
- *self-injurious behaviour*

Staff interactions with children and young people are crucial to limiting the frequency, duration and intensity of disruptive behaviours and to promoting behavioural growth in children and young people.

It is vital that there are consistent expectations and responses that if some staff responses promote positive and appropriate behaviours in children and young people then others inadvertently increase the likelihood of unacceptable behaviour, it is important that there is a professional discussion around adaptation of response.

In school we have adopted the PRICE training model for Behaviour support techniques - We have trained staff at the school in PRICE techniques

- See PRICE Training booklets for more detailed de-escalation approaches
- See Appendix 2 Guidance on De escalation

It is always our priority to avoid a pupil getting go the point of crisis behaviours. We use our knowledge of the young person and situations to try to ensure that they

move back to a place where they can manage their own responses more positively without the need for physical support.

Control restrictive physical intervention

On occasions when de-escalation and conflict resolution techniques have failed restrictive physical intervention may have to be exercised. The concept of restrictive physical intervention involves ensuring that young people with a high level of personal stress, a dangerous lack of self-control, and a furious desire to challenge and threaten, are diverted from harming themselves, others, seriously damaging property, causing serious disruption to the maintenance of good order in school or are protected from the likelihood of them doing so. When no one is in control the desire to challenge and threaten often escalates. A proactive, orderly, caring environment is impossible to achieve and sustain when young people and staff believe they are not safe.

Restrictive physical intervention is usually used reactively or in an emergency and is always as a last resort. Restrictive physical intervention is used as part of a planned strategy. The Individual Plans detail the individual plan for each young person. It may be for example part of an approach to prevent a young person improperly absenting when it is perceived he would be at significant risk were he to do so.

Risk assessment decreases the frequency of use of either reactive or emergency restrictive physical intervention, and minimises the risk to young people and staff involved.

Restrictive physical intervention is the use of Physical Presence, Restriction of Access or Exit, Withdrawal, Physical Diversion, and Physical Control so concerning behaviour is controlled preventing injury to others, criminal acts self-injury and preventing harmful behaviours from spreading to others.

It is each member of staff's responsibility to make an assessment of each particular circumstance. All staff have a duty of care, and are responsible for safeguarding and promoting all young people's welfare. Staff will need to decide if restrictive physical intervention is appropriate, and if it is, at what level.

It is not considered appropriate within School to adopt a blanket approach to the use of restrictive physical interventions exercised by staff simply because the young people have severe social, emotional, learning and or communication difficulties. Staff will need to take, however, the following factors into consideration:

- The behaviour of the young person

- The known intention of the young person
- Their known wishes, feelings and emotional state
- Their age and level of understanding
- The young person's personal history
- The influence of other young people, family and friends
- Any future events which may be causing the young person anxiety
- Their knowledge of the young person
- How long the young person has been placed with us
- The time of day, and the antecedents to the situation

In considering these factors particular attention needs to be given to the age and understanding of the young person. As a young person grows with age and maturity, he becomes more able to make decisions. However, competency is not only determined by age and maturity. The possible consequences of behaviour should be a significant factor in decision-making. A decision, which involves an assessment of the risk of potential harm, must not be left to a young person to make alone and will either be a matter for negotiation, or solely the responsibility of the member of staff. The more danger that can be foreseen in a particular situation, the less likely it will be that the young person is competent to make a decision.

Where a young person is proposing to do something where there is clear potential for him injuring himself, others or seriously damaging property then staff can properly affect restrictive physical interventions to prevent him from doing so.

Dialogue

In any situation where a young person's behaviour provokes intervention, dialogue is an essential response. It is only when this needs to be reinforced that other actions should be considered.

Persuasion or Dissuasion is where staff focus the discussions with young people with the aim of persuading them towards or dissuading them from an intended course of action. It is in effect focused guidance.

Physical presence
Staff members' physical presence is a means of communicating authority and re-establishing safety and security. Presence by implication of authority, may restrict young people's movement for a brief period but is limited to:

- Standing close by to, or in front of a young person

- Standing momentarily or temporarily in the way of a young person.

Presence should become neither oppressive nor of excessive duration. Presence is likely to be most effective if complemented by a range of non-verbal communication signals and Persuasion or Dissuasion.

Physical Presence must be:

- Considered appropriate in the context of a particular situation or incident
- Used only in the context of engaging the young person in discussion about the significance, relevance and consequences of his behaviour; and ended if it is met with resistance, when a decision will need to be made whether or not another form of intervention is appropriate

Restriction of access or exit

In the ordinary course of maintaining a supportive and stable school, adults limit young people's liberty by requiring them to do things that they may prefer not to, including restricting them within a building. However, if the young person complies with the reasonable request, for example not to go into another lesson because it will disturb the learning of others, restriction of liberty is not an issue. There may be occasions, however when a young person has lost self-control, and is intent on serious disruption, self-harm, inflicting injury to others within that classroom, damage to property, or is considered potentially likely to do so, that it would be appropriate to prevent access to dangerous environments by locking doors to them.

Within our provision the offices, science lab or Art DT rooms could be considered such places. Restricting access under such circumstances is considered appropriate staff action. Occasionally in respect of the types of behaviour described previously, it may be necessary to prevent a distressed young person from leaving a room by blocking the doorway by Physical Presence. This type of control is appropriate and permissible provided that:

- The duration of the intervention does not exceed ten minutes and the young person is engaged in conversation aimed at de-escalating the crisis
- The action is a response to a crisis situation
- If the young person physically resists a considered decision is made in respect of justification for an alternative form of intervention

The use of Restriction of Access must be recorded in the Serious Incident sheet and log.

Withdrawal

Withdrawal describes the removal of a young person from an environment where he may be gaining reinforcement to maintain a behaviour, to an area or room less likely to reinforce it with the purpose of enabling the young person to regain self-control.

Within School any area or room used for withdrawal must be unlocked and be monitored by staff at all times.

The use of withdrawal must be recorded in an Information sheet.

Time-Out

Time-out is part of a therapeutic programme to manage challenging behaviour. The individual with challenging behaviour is taken away from a place or an activity that is considered rewarding to them when their behaviour becomes unmanageable. The person is not necessarily confined, but can merely be taken out of a room or a few paces away from where an activity is being held.

Time-out is defined in paragraph 19.9 of the Mental Health Act 1983 Code of Practice as "a behaviour modification technique which denies a person, for a period of time, opportunities to participate in an activity or to obtain positive reinforcers following (normally immediately) an incident of unacceptable or unwanted behaviour, and which then returns the patient to their original environment. Time out should never include a locked room".

One to one supervision

One to One Supervision is where a member of staff or a number of staff are attached particularly to a young person separated from his peers because of anxiety, distress or disruption with the purpose of providing him with continuous focused supervision and support until he is ready to resume usual activity.

 It must:

- Only take place within the context of the usual environment and where increased staffing levels are likely to prove successful
- Be used positively and constructively, and aimed at actively engaging the young person; promoting their safety, welfare, and emotional stability; and returning the young person to a less extraordinary means of management
- Have had the approval of the senior member of staff on duty

Removal from classrooms

Removal is where a young person, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which they are asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the young person's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons: a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and c) to allow the pupil to regain calm in a safe space.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a young person is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Headteachers will:

- Maintain overall strategic oversight of the school's arrangements for any removals, as set out in the school's behaviour policy
- Make sure the reasons that may lead to young peoples being removed are transparent and known to all staff and young people
- Ensure that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff
- Design a clear process for the reintegration of any young person in removal into the classroom when appropriate and safe to do so
- Collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal

- Make data-based decisions to consider whether frequently removed pupils may benefit from additional and alternative approaches, a pastoral review or investigation by the Special Educational Needs Co-ordinator (SENCo), or whether specific departments or teachers may require more support
- Analyse the collected data to identify patterns relating to pupils sharing any of the protected characteristics and the removal policy is not having a disproportionate effect on pupils sharing particular protected characteristics

When dealing with individual removal cases, headteachers and teachers should:

- Consider whether any assessment of underlying factors of disruptive behaviour is needed
- Facilitate reflection by the young person on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future
- Ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a young person from leaving a room in order to protect the safety of others and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this section
- Ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with
- If a young person has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the young person is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head
- Young people should not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. These should be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

Suspension and permanent exclusion

See separate policy.

All young people are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Managed moves

A managed move is used to initiate a process which leads to the transfer of a young person to another school permanently. If a temporary move needs to occur to improve behaviour, then off-site direction should be used. Managed moves should only occur when it is in the young persons best interests.

Behaviour outside of school premises

Schools have the power to sanction young people for misbehaviour outside of the school premises to such an extent as is reasonable.

School will collaborate with local authorities to promote good behaviour on school transport. Conduct outside the school premises, including online conduct, that schools might sanction young people for include misbehaviour:

• When taking part in any school-organised or school-related activity
• When travelling to or from school
• When wearing school uniform
• When in some other way identifiable as a pupil at the school
• That could have repercussions for the orderly running of the school
• That poses a threat to another young person
• That could adversely affect the reputation of the school

The decision to sanction will be lawful if it is made on the school premises or elsewhere at a time when the young person is under the control or charge of a member of staff of the school

Seclusion

Describes the forcible confinement and segregation of a young person away from his peers in situations that are unsupervised by staff. **Seclusion is not permitted at in this School.** The school does not support the use of seclusion, where an anxious, distressed, or disruptive young person is forced to spend time alone.

Physical Diversion / Supportive Contact

This differs from Physical Control in the degree of force used. Physical Diversion may be, for example, holding a hand, placing a hand on the forearm, or putting an arm around a shoulder. Physical Diversion is a means of deflecting a young person from destructive and/or disruptive behaviour. It involves little force, but serves to reinforce staff attempts to reason. It is important that:

- The intervening member of staff should already have an established relationship with the young person
- Physical diversion should not arouse sexual expectation or feelings (if it does holding should cease)
- It should be ended if it is met with resistance, when a decision will need to be made whether or not another form of intervention is appropriate

This should be recorded by staff on an information sheet so that the SLT can monitor its use and effectiveness.

Physical Control

Physical Control is the positive use of minimum force to divert a young person from harming himself or others, seriously damaging property, seriously disrupting the good order of the school or to protect a young person from the likelihood of them doing so.

Physical controls in School must only be used:

- Where a young person is seriously harming himself, others or seriously damaging property
- Where a young person is in potential danger of seriously harming themselves, others or seriously damaging property
- At risk of committing a criminal act
- Where a young person is engaging in behaviour prejudicial to the maintenance of good order and discipline or likely to lead to the breakdown of good order in a classroom

As a means of preventing a young person absenting improperly if:

- The young person is so acutely and seriously troubled that it is clear he is in immediate danger of inflicting serious self-harm, serious harm to others, or seriously damaging property
- The young person is young and lesser interventions have either not been understood or successful and the young person would on absconding be potentially in physical or moral danger
- The young person is older but socially immature and vulnerable and consequently potentially at physical and moral risk
- Its use is intended to return a young person to a less dangerous situation

The use of physical controls is not a substitute for using alternative strategies. Normally lesser forms of intervention should have been used first and de-escalation techniques exhausted. The onus is upon the member of staff to decide when this position has been reached.

However, it is School's policy that Physical Control is used only:

- Rarely,

- As a last resort, and

- Where any other course of action would be likely to fail.

Physical Control must not be used to:

- Punish

- Gain young people's compliance with staff instruction,

- Cause or threaten hurt, and pain

- Oppress, threaten, intimidate and bully.

Physical Control in School should not normally extend beyond holding with both arms engaged in a standing, or sitting positions. However, staff can use Reasonable, Proportionate and Necessary actions in school.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the young person, including SEND, mental health needs or medical conditions.

Searching, screening and confiscation

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Detailed guidance for schools can be found in Searching, screening and confiscation at school. Headteachers and school staff should read this guidance.

The individual pupils plans detail the level of intervention expected for each young person

Only staff who have been specifically authorised in writing by the school's Head Teacher to do so may use physical controls. Authorisation may be temporarily withdrawn. Generally, staff authorised to use physical controls will have undergone PRICE training and had their knowledge of techniques regularly appraised by PRICE instructors. There are occasions when to safeguard a young person's dignity or safety it would be in his interests to be moved to a less public place or safer environment. However, the movement of non-co-operative young person can be problematic, and needs careful consideration. Staff will need to assess the necessity of such an action and weigh it against the potential risks involved and take into consideration all potential dangers. When young people co-operate with movement it is usually indicative of their desire to regain self-control.

Injury potential and Technique Application

The skills and techniques taught on a PRICE course are as a result of an on-going risk assessment in an effort to safeguard everyone involved in a violent incident where physical interventions are necessary.

The techniques seek to avoid injury, but whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupil remains safe.

It is also recognised that staff may choose to respond with a technique from outside the PRICE framework. This does not automatically render the use of such skill or technique necessarily improper, unacceptable or unlawful. Its use must be judged on

whether or not it was reasonable, proportionate and necessary in those particular contexts and circumstances.

Staff using Physical Control must always adhere to the following principles:

- De-escalation and conflict resolution techniques must have been exhausted

- Always warn the young person quietly but clearly and firmly that you are likely to take physical action BEFORE taking action

- NEVER act out of temper. If you have lost your control, the professional approach is to call another member of staff

- The physical control techniques used should provide a gradual, graded system of response commensurate with the situation, task and individual involved. Techniques used should allow for phasing up and down as dictated by the circumstances at the time

- Whenever possible, more than one member of staff should be involved. This engenders teamwork, requires less effort and is therefore likely to minimise the possibility of damage or injury. It also prevents particular staff becoming associated with physical methods of control;

- Where a member of staff is involved in controlling a young person of the opposite sex, a member of staff of the same sex as the young person should be present from the earliest possible moment;

- The least intrusive method of control should be employed;

- In every case, no more force should be used, nor more time taken up, than is necessary to effectively resolve the situation;

- The young person should repeatedly be offered the opportunity of exercising his own self-control and the restraint should cease as SOON AS POSSIBLE. The skilled use of non-verbal, para-verbal and verbal strategies aid de-escalation;

- Whilst it may be necessary for staff to be given support in physically controlling young person, staff should be aware that creating an audience for a young person often escalates the situation;

- As soon as possible after the incident the young person should be given the opportunity to talk through the incident;

- All such incidents must be recorded on a Restrictive Physical Intervention Report. The report should consider the circumstances and justification for using physical controls; and

- Involved staff should be afforded supportive discussion as soon as possible.

PROCEDURE FOR PHYSICAL CONTROLS

Only staff who have undertaken the training programme in methods of physical controls will usually be involved in interventions with young people.

The following procedure for physical control must always be followed:

- Try to give the young person clear warning, i.e.. "Look you're giving me no option...". Still try to offer an alternative escape route from the situation by enabling the young person to calm down and talk things through - in fact this offer must stand all the way through the incident.

- The vast majority of crisis situations can be resolved through appropriately calm, controlled, dignified and skilled intervention.

- Once physical intervention is necessary then it is important that it happens quickly, smoothly, confidently and successfully providing the maximum amount of care, control and therapeutic support.

- The choices are: controlling the young person in a standing position, or a seated position. Preferred strategies should be documented in the Positive Handling Plan

- It is only possible to decide which of these options to take as one's experience, expertise and knowledge of the individual young person grows although inevitably they represent a graded increase in the extent of control used.

- Only in extreme and exceptional circumstances, where the risk to persons is so severe or the damage to property is so serious and extensive may staff take action leading to physical controls being used in ground positions.

- If sitting it is preferable to use an appropriate seating arrangement. In an upright chair keep well to the side and slightly behind the young person.

- The situation should be in control - concentrate on this first and counselling second.

- Use ploys like: "Look this need not have happened"

- It is not unusual to meet a continuous stream of abuse, obscenities, etc. Ignore these and let them run their course. Try to be calm and talk deliberately and in a conciliatory tone. If not successful use the following; "OK, when you are calm enough we'll talk". "Tell me when you have calmed down, and we can get out of this mess".

With a particularly reticent young person it may be possible to break through by talking to other involved colleagues, about the young person;
e.g.. "And you know Gary's had an excellent week so far..." Or "You know I would have thought Danny would have been able to get himself out of this situation, he's normally quite sensible"

- Once things begin to calm it should be coupled with significant decreases in the grades of control, but this must be on staff terms and not when demanded by the young person. If he asks sensibly and calmly to be released staff must adhere to the request but exercise caution.

- The overall aim is gradually to go back and discuss what provoked the whole episode, getting the young person to face up to the problem and its consequences. Staff should want the young person to realise that there was a more acceptable and appropriate way of dealing with the situation. The extent of force used should be no more than is absolutely necessary to control the situation.

- The event should be discussed with all involved staff so that feedback is achieved and the potential for improved approach, teamwork and skills gained.

Any use of physical control must be reported as soon as possible to the senior member of staff on duty by means of the Incident report. The Head teacher should be notified as soon as possible and the full report completed before the member of staff has left school on the same day. Should this prove very difficult the full report must be submitted within 24 hours. The Incident report requires comments, action, analysis, distribution, monitoring and reporting.

Post-incident Management

Following all incidents where restrictive physical interventions have been employed, both staff and the young person should be given separate opportunities to discuss the incident in a calm and safe environment. De-briefing should only occur when those involved have recovered their composure. Post incident de-briefs are designed to allow staff and young people to explore exactly what happened and the effects on the participants. They should not be used to apportion blame or to punish those involved. If there is any reason to believe that a young person or member of staff has experienced injury or severe distress following the use of restrictive physical intervention they should have access to appropriate medical or pastoral support systems. All incidents involving the use of restrictive physical interventions must be recorded on Incident Sheet. The young person and the member of staff involved should have their views recorded on the Incident Sheet. It is good practice to involve where possible, young people, parents/carers, social workers and placing authorities in planning and monitoring the use of physical interventions.

Individual Plans

All young people at School have a Plan. This plan details a number of issues including; trigger behaviours, topography of behaviour, the preferred de-escalation techniques, the recommended positive handling strategies (RPI) to be used, any medical issues and the preferred debriefing strategies. These plans are reviewed regularly and at least termly intervals. . The Plans are kept in the young person's file and a copy made available to all staff on the staff shared area on the school ICT server. All staff should be familiar with the contents of Plans. If a particular child or young person is considered to be involved in an excessive number of physical restraints, an alternative program into place to bring the number of physical handling situations down to an acceptable level.

Monitoring the use of controls
The Head teacher should monitor the use of Controls by examining:

- The frequency of their use

- The justification for their use

- Their nature

- Their users

- The view of children and young people concerning them

A termly data analysis of all physical managements in school will take place which details the number of physical managements each individual child or young person has had during the term, an analysis of the data and what school is doing to decrease the number of physical managements.

must ensure that:

- The need to use controls is minimised

- Controls are used only in the appropriate circumstances

- Only the appropriate degree of controls are used in particular situations

- Parents/carers and social worker are informed and involved where the use of controls have taken place.

must also:

- Take appropriate action over issues of concern of either a general or specific nature

- Ensure that the referral and admission process fully informs parents/carers of prospective children and young people

It is every member of staff's responsibility to bring to the attention of their line manager at an early stage any concerns about the frequency or nature of controls used with particular children and young people and hopefully before a crisis point is reached. Any member of the staff team should approach any senior member of staff if they have concerns about the frequency of use of controls with any child in the school.

Improper absence

Young people occasionally leave the school, but return within a reasonable period. However sometimes young people leave the site and do not quickly return. Young people who are improperly absent are categorised as:

- **Absenting,** whose whereabouts are known, and where circumstances suggest they are likely to be at only a low level of risk;

- **Not at their proper place,** whose whereabouts may or may not be known and where it is judged there is a low level of risk; and

-Missing, whose whereabouts are usually unknown, and where circumstances suggest they are likely to be at risk

Prevention of improper absence (This is often called Truancy).
What is truancy?

Truancy means missing school on a regular basis for no good reason. It is also sometimes called 'unauthorised absence'.
By law, all children who are registered at school must attend regularly. Home-educated children do not have to attend school.
Truancy is a big problem, and it's on the increase.
Children in special schools, and those on free school meals, are most likely to truant.

How it can impact on children's futures:

Truancy matters because:
- Children who miss school miss vital learning and social development time with their peers and staff
- Children who skip school don't do as well in tests, assessments and exams.
- If a child doesn't show up for lessons, their school record will suggest to future employers that they are unreliable.
- Being out of school during school hours gives a child time to kill - and research has shown that this can lead to criminal or antisocial behaviour.
- Parent/ Carers, are responsible. Legally, parents/carers must ensure that children attend school - and if they don't, they could get a penalty notice (a fixed fine) or even face prosecution.

Parents and Carers are expected to:

Taking an interest in your child's school life is a very important way to avoid truancy. The more engaged you are as a parent in your child's education, the more likely your child is to attend and enjoy school.

So always make time to talk to your child about how they're getting on at school. Keep in touch with your child's teacher and don't miss parent-teacher evenings. Also, try to attend school events if you possibly can.

Don't wait for niggles to become big problems before you address them with teachers. If you suspect your child of truancy, don't turn a blind eye. And don't cover up for your child or make excuses. Schools are now clamping down on absence. If you say that your son or daughter was ill, you'll probably be asked for precise details about the illness (or possibly a note from your GP) to make sure their absence was genuine.

Talk to your child about what's causing them to skip school. Some children truant because they're being bullied, either at school or on the way there. If this turns out to be the issue for your child, then it is something that you and the school need to tackle.

Talk to your child's teacher or the parent support adviser at school. They will probably suggest that you work together on a plan to track your child's attendance - this could mean you staying in close contact with the school regarding your child's appearance/non-appearance in the classroom.

Don't be afraid of talking to school staff about your concerns. Schools and local authorities realise the importance of working with parents to ensure children attend school. They will try to give you and your child the support you need.

The School will:

- Register each child/ young person as they arrive in school each day. School with endeavour to find out the reasons for absence if the parent/ carer has not phoned in to school by 9.30 am.
- Staff will supervise all lessons, lunch and break times to minimise any issues which could lead young people to feel anxious.
- Work with parents/ carers to establish reasons for absence or a child who tries to leave site (without permission) during a school day
- The staff will work with the young person/ child/ parents/ carers to overcome any anxiety or issues leading to poor attendance.
- School will liaise with external agencies in a multi-agency approach should this be beneficial in supporting the young person in their attendance

   Missing Preventative Measures

- Close adult supervision
- Prompt arrival of staff to all sessions and duties
- Registration of students from arrival via transport
- Small class sizes (no more than 6) ensure staff notice absence
- Identification of higher risk students
- Regularly updated recorded details of previous missing student incidents

- Staff assigned 100% supervision role for identified young people
- Response timeline – on first discovering a young person is missing
- Member of staff first noticing student is missing to note the time, inform Pastoral team and perform an immediate search of the area covering the most obvious places and lasting no more than 5 minutes
- After 5 minutes, member of staff to enlist the help of staff and widen search for a further 5 minutes
- If the young person has still not been located, staff to continue search for up to 30 minutes (for some with specific risks associated this time will be much reduced)
- Staff should inform reception of the original time of disappearance and this should be recorded on a Missing Student Incident (MSI) log. Reception should also begin to fill out student contact details on the MSI log in anticipation of contacting police and/or parents/carers
- Reception to inform member of leadership team
- Available staff to be assigned an area to search. Staff should be deployed in pairs where possible. Each staff team to return to reception on completing search of designated area and to be reassigned if necessary
- If, 30 minutes after the time recorded on the MSI form, the students is still missing and has not been seen , a member of the leadership team/reception should use 101 (or 999 for those pupils deemed very high risk) to inform the police, ensuring that they have informed them that the student's special needs make them a high risk student
- There are specific pupils who are at such a high level of risk that 101, parent/ carer are contacted after the initial 5 minute check (see MSI plan)
- Parents/Carers should then be contacted. If applicable, social workers should also be informed
- If the student is found before the police are called, then the student can be returned to Pastoral support and talked to about the reasons for their absence. On an individual basis the decision will be made to return to class or to continue Pastoral support or to apply appropriate support/ consequences
- If the student is located after the police have been called, parents/carers should be called in to school to collect the student who should remain under the supervision of leadership staff
- If the police locate the student, staff will need to follow the advice of officers (within protocols)

     If the young person is on a school trip at the time of going missing the same protocol should be followed.

It may be deemed that it is not possible for staff to leave the rest of the group to search for the individual (risk assessed at the time by the lead teacher). If this is the case 101 would called immediately. The lead teacher would then contact school to notify the SMT.

Read this policy in conjunction with:
Safeguarding: See *Safeguarding Policy*
Bullying – See *Anti - Bullying Policy*
Risk Assessment – See *Risk Assessment and Risk Taking Policy & Health and Safety Policy.*
Whistleblowing policy

Appendix 1 – Useful tips for Staff

The list below is neither exclusive nor prescriptive. The lists are however; an indicator of the dynamic influence staff behaviour is upon child or young person behaviour.

First and foremost – Know your pupils and build positive professional relationships with them

DO Be Punctual and Prepare Well

- Be there on time. Starting and finishing on time are very important. This sends signals to children and young people about the importance and value that the adult places on the activity or task and makes colleagues' tasks easier

- Be efficient. The more efficient you are, the better you feel, the higher your level of confidence, the better things are likely to go.

- Whatever activity or task you are going to engage in good preparation and planning are essential

- Possess a firm grasp of whatever activity/skill you are wanting the group to experience

- In team situations communicate with colleagues as part of preparation

- Include alternative activities/strategies in case of initial plan not working

Display Confidence

- Maintain relaxed and non-threatening eye contact with the group and individuals; be sure to avoid nervous mannerisms and gestures

Give Careful Instructions and Guidance

- Use appropriate, simple and clear language

- Give clear statements of expected tasks which must be relevant to the ability levels of the children and young people

- Make instructions brief and to the point

- Ask for questions

- Check if everything is clear via questioning

- Always make it clear that if they have any problems or difficulties all they have to do is ask you

- Find opportunities to praise positive attitudes and behaviour rather than being critical of negatives.

Be Consistent and Fair

- Children and young people need to know that the standards you lay down are not going to be subject to arbitrary and unexpected change and that you are not going to treat individuals differently from each other for no apparent reason

- Give clearly explained expectations of behaviour

Firmness in the Face of Problems

- Try and be clear and decisive

- Address and resolve situations don't let them drag on or escalate unattended

- Use appropriate body language and non-verbal communication

- Keep your word

Awareness of what is happening

- Be alert to what is going on around you and ensure your attention is distributed across the group

- Keep as physically mobile as possible

- Try not to leave yourself vulnerable by becoming too engrossed with one particular individual or sub-group

- Awareness of the importance of role modelling; the part played by the adult is instrumental in setting a good example

- Keep giving positive feedback on effort and endeavour

Realistic Standards

- Your expectations must be at an appropriate level and consistent with your colleagues

- Demonstrate your belief in the children and young people's abilities

- Verbalise your confidence in their success

Enjoyment and Enthusiasm

- Don't be afraid to show it; it shows the work and the children have worth and importance

- It is more likely to stimulate interest and reduce boredom and apathy

Threats and Consequences

- Always point out the possible consequences of a particular piece of behaviour

- Make use of the behaviour management systems already in the school

- Consider "positive actions" rather than "negative activity". For example, say **"when you have done…., then you can ….."**

Rather than **"if you do not do ….., then you will not be allowed to ….."**

DON'T

- Make wild threats that you find hard to enforce or get support for

- Be unclear and hurried in speech and actions

- Overreact to behaviours

- Issue complicated instructions

- Show favouritism

- Be inconsistent

- Collude, provoke by ridicule or sarcasm

- Have inappropriate expectations

- Belittle effort or endeavour

- Confuse firmness and hostility

Attitude and Approach

Staff members' attitude and approach in all situations affects the quality of relationships with children and young people. In situations of rising tension staff attitude and approach is crucial. It can either improve or reduce the chance of success.

DO

- Appear calm and collected if at all possible

- Be clear and firm about boundaries of acceptability

- Show a non-biased nature.

- Be prepared to listen.

- Know when the situation is in stalemate and don't create a win/lose situation without it being a calculated decision

- Be flexible in thought and response

- Spontaneously provide a range of roles from assertiveness to reflective support

- Value people as individuals

- Be a sensitive, objective observer who can make valid observations

- Trust others and perceive them as being capable of solving their own problems

- Seek to understand situations from the point of view of others and base your own behaviour on this perception

- Be concerned primarily with people and their reactions as well as things and events

- Try to understand the behaviour of others in terms of how they think and feel and behave and understand now; don't let past influences hinder you, make them help

- Perceive others as being friendly and enhancing rather than as hostile and threatening

- Perceive others as being in control of their own development rather than shaped by external events

- Understand the mechanics of adult influence so that you are able to diagnose the present situation and determine the range of possible reactions to it

- Develop a confident and positive regard for yourself - this should give you reassurance and be transmitted to others in terms of your outward confidence about being able to deal with things

- Give the young person guided choices and options that allow them to take some level of responsibility for decision making

DON'T

- Be fooled into thinking you should always be able to deal with any situation, and don't automatically assume/expect colleagues to do so without your support

- Be insensitive

- Be unfair or hostile

- Use high key intervention where low key will suffice

- Emphasise situation out of all proportion

- Allow yourself to be wound up

- Carry on even when you know you are wrong

- Restart the argument or incident once calm has been achieved

- Use unnecessary peer group pressure

Non-verbal behaviour

The primary reason for using and interpreting non-verbal signals is to de-escalate at a very early stage or just to signal a very low-key adult involvement. There will usually be a response to this if signals are clearly sent. Similarly acknowledging non-verbal signals from within the group or from an individual will enable early, low-key staff intervention to take place.

DO

- Seek clear eye contact when you are making an important point

- Be aware of the signals which you give out by your body position and posture

- Be aware of the physical distance between yourself and others.

- Nod your head to indicate attentiveness

- Smile to show agreement

- Use raised eyebrows to question

- Use hand, shoulder and whole body gestures to support discussion

- Use physical contact as reassurance

- Seek signals that your message has been correctly received

- Use proximity as early intervention

- Use your observation of others non-verbal actions or reactions in order to judge your own level of intervention.

DON'T

- Invade personal space

- Stand over children and young people in a threatening manner

- Use staring threatening eye contact

- Be oblivious to signals within the environment

- Appear to lack confidence

- Appear tense, appear intimidated or retaliate with physical gestures

- Use inappropriate physical contact with particular children

- Remain static

Verbal behaviour

Verbal communication operates at many levels within the caring and therapeutic processes at the home. It is the single most important skill staff have in helping children and young people towards personal growth, and employed correctly is the most powerful de-escalation skill staff possess. The following format of four stages is a very useful way of conceptualising what you are trying to do and hence help you guide the conversation through to a positive solution.

Calm the Situation: It is important to calm a situation where the temperature is rising, as nothing will be listened to if the other individual(s) is too agitated.

- Choose appropriate timing of initial verbal intervention

- Acknowledge the existence of a problem

- Use reflective listening

- Show genuine concern and understanding

- Show empathy and allow the individual to express their feelings

- Give reassurance and offer support
- Careful use of humour may be employed

- Silence is useful - it is choosing not to speak - and can also be thinking time

- You may ask directly for a particular response

In effect what you are trying to do is bring some calm, order and clarity to the situation. Make sure the young person(s) are 'with you' before going on to the next stages as too early an attempt to move on will only escalate things.

Analyse the Problem: Now is the time to help the child or young person register and understand what is happening.

- Use non-threatening dialogue appropriate to the child or young person and situation as well as corresponding body language

- Be aware of voice quality, tone, volume, cadence, timing and making good use of pauses and appropriate replies

- Paraphrase what is being said and check back with the child or young person that it is accurate

- If necessary impose some structure to explain things

- Put relevant information together

- Put things in some order

- Repeat and stress important points

- Take the most important messages first

- Be consistent and avoid confusing or conflicting messages

- Present facts/issues which may not be known to the child or young person

- Use personalisation and former relationship factors

Problem-Solve: After getting to the central issue start to get the child or young person to look for/at solutions.

- Go through options

- Put the onus on the child or young person to resolve the situation, pointing out possible consequences, offering choices and alternatives, if possible where he will not "lose face"

- Make your language clear and understandable so that messages are not misinterpreted

- Point out that they are in control of the situation - element of choice in escalation or de-escalation is theirs

- Possibly offer, "If I were you…. but it's up to you", scenarios if the child or young person is stuck

- Use the word "we" when in discussion and explain that you can work things out together

Resolve Situation: This is the point at which some restoration of "normality" occurs.

- Check with the child or young person that he understands what is expected of him

- You may need to use input from others, fresh faces and new ideas to the situation

- Set appropriate, clear boundaries but be prepared to be flexible according to the situation at the time

- Reinforce the point that it may have been easier to have resolved this with adult help earlier than have let it get this far

- Give positive feedback for having resolved the situation so that this might be more of a preferred option next time

DON'T

- Put child or young person in position of no escape

- Use destructive criticism

- Use reminders of previous situations the child or young person might prefer to forget

- Use personal details of a child or young person in front of group

- Make unrealistic threats or use provocative tone of voice

- Lose your temper

- Make insensitive remarks

- Use "you will" statements

- Get involved in "yes you did - no I didn't" arguments with the child or young person

- Argue with adults present

- Use inappropriate language

- Shout or allow raised voices

Reprimands

Most challenging behaviour is either pre-empted or dealt with so quickly that a casual or unenlightened observer might easily fail to notice any action taken by staff. However, in any establishment seeking to create and maintain a secure, stable and caring environment for children and young people, and particularly one where children's self-controls are often only emerging, clear limits need to be set. Even in the most considered environments sometimes the behaviour of children and young people is unacceptable. On such occasions it is vital that staff feel comfortable and confident in coping with challenging and difficult behaviour. Often a reprimand suffices, but sometimes staff will need to exert sanctions and occasionally controls. Whatever, it is fundamental that the intervention is accomplished in such a manner that the respect for the individual child or young person is not adulterated. **It is the behaviour which is not acceptable not the child or young person.** A reprimand embodies a warning aimed at stopping challenging behaviour, preventing its recurrence and avoiding the need for further staff intervention. Reprimands are only effective in establishing a sound working and/or caring climate if they are used sparingly. Frequent use of verbal reprimand is likely to be regarded by children and young people as nagging. Repeated use of reprimands for recurring behaviour without moving to sanctioning is ineffective. The effectiveness of reprimand used will

depend on the context, but the following qualities increase the likelihood that a reprimand will be effective:

-Correct targeting - the child or young person reprimanded should be the one who instigated or engaged in the challenging behaviour

-Criticism of the challenging behaviour not the child - the reprimand should emphasise disapproval of the act, not the child or young person. "Don't call names because it is unpleasant and hurtful." is better than, "You are stupid if you call people names."

-Firmness - a reprimand should be clear, firm and assertive avoiding any suggestion of pleading for co-operation

-Mutual respect - the member of staff must treat the child or young person with respect in order for their disapproval to matter

-Positive emphasis - the reprimand should be applied consistently in all situations to all children and young people

-Consistency - reprimands should be applied consistently

-Additional cues - accompany the reprimand with appropriate non- verbal cues, such as eye contact, to increase the force of the exchange

-Avoidance of idle threats - if a reprimand embodies an implied threat it must be carried out.
If it cannot be carried out it should not be made

-A quiet word - quiet and private reprimands can often be more effective than loud, public interventions

-Keep it professional, be polite and respectful- use please and thank you

-Do not collude with a child or young person in order to overcome a situation in the short term,

e.g. "I know that was a bit unfair, but do it for me. You and I don't have a problem do we?"

Critical challenging behaviour
There are some behaviours that can severely inhibit the school's positive ethos and philosophy. They may totally disrupt the caring and therapeutic process that on the

comparatively rare occasions they occur a consistent response, albeit of retribution, and deterrence is needed.

These behaviours are:
- violence to another child or young person and or adults

- Deliberate damage to the building, its equipment or others possessions

- Unprovoked or premeditated bullying

- Repeated limit/rule breaking

- Behaviour within a group situation that is likely to incite negative behaviour in others

Any intended increase in the severity or length of the sanction must be approved by the senior member of staff on duty.

Appendix 2

Guidance on specific behaviour issues
Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, the school will follow the general safeguarding principles set out in KCSIE, especially Part 5. https://www.gov.uk/government/publications/keeping-children-safe-in-education.

The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response.

The schools takes its responsibility very seriously and are clear across their whole culture that sexual violence and sexual harassment are never acceptable, will not be tolerated, and that pupils whose behaviour falls below expectations will be sanctioned.
Each incident will be considered on a case-by-case basis. The school will make clear to all staff the importance of challenging all inappropriate language and behaviour between pupils. The school will refer to the Respectful School Communities toolkit for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable. https://educateagainsthate.com/resources/respectful-school-communities-self-review-signposting-tool-2/

The school will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. They will advocate strenuously for high standards of conduct between pupils and staff; and demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care. Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. The school will seek appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour. It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward.

Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim should never be given the impression that they

are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual. The designated safeguarding lead will make any referrals into support services as appropriate.

Behaviour incidents online
Negative and inappropriate interactions online can damage the school's culture and lead to individuals or groups of pupils feeling that school is unsafe.

The School is clear that the same standards of behaviour are expected online as they are offline. Inappropriate online behaviour, including bullying, the use of inappropriate language and the soliciting and sharing of nude or semi-nude images and videos, will be addressed in accordance with the same principles as offline behaviour. This includes all staff following the school's child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

In cases where a school suspects a pupil of criminal behaviour online, the school will follow the guidance set out in the section below on suspected criminal behaviour.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in keeping children safe in education.

The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.
https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people
Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. The school will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for orderly running of the school,

when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Mobile phones Mobile phones cannot be used during the school day. Allowing access to mobiles in school introduces complexity and risks, such as distraction, disruption, bullying and abuse.

Mobile phones will be collected on arrival in school and stored safely until home time where it will be returned to the pupil.

Suspected criminal behaviour The cases where a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police by gathering enough information to establish the facts. These initial enquiries should be documented and the school will make every effort to preserve any relevant evidence. If a decision is reached by a member of the SLT that a report to the police is required, the school will ensure any further action does not hinder any police action taken. This is notwithstanding that; the school can continue investigations and enforce their own sanctions, provided they do not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. In most cases that the designated safeguarding lead (or deputy) would take the lead.