Nurture, Inspire, Achieve.

Positive Behaviour Policy - Primary

Policy Objectives:

- To provide guidance to staff, parents and carers, governors and other stakeholders on how to support our learners to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- To provide a framework for our collective beliefs, understanding and insight into human behaviour as it relates to all learners, including those with complex learning needs, at our school.
- To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs.
- To underpin our beliefs with evidence based practice and current research.

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1. **<u>KEY BELIEFS</u>**

At Lydford Primary school we want our Positive Behaviour Policy to reflect our insight and understanding of the needs of our pupils, and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner so that they can be ready to engage with their learning. We incorporate a holistic, whole person approach to ensure we are reflecting and planning to nurture the needs of all our learners. We show respect and ambition for all our learners, explicitly teaching them ways to positively manage their feelings through life so that they may achieve as members of society.

We consider that behaviours which challenge always happen for a reason and might be the only way a learner can communicate – it can arise for different reasons which are personal to the individual. Learners who display, or at risk of displaying behaviours which challenge, might need support which involves both positive support, such as positive behavioural support, and some form of restrictive practice or intervention. Any restrictive intervention must be legally and ethically justified, be absolutely necessary to prevent serious harm, and be the least restrictive option.

At Lydford we believe that:

- **Our learners want to behave well**
- **Behaviour is a means of communication** – we need to ensure that all learners are supported to communicate their needs safely and appropriately using their preferred communication systems
- With the right support and intervention, **learners can learn to self-regulate and manage their own behaviour**
- **Mistakes are part of the learning process** and we recognise that all of our learners are at different stages of the development process
- **Some of our learners may have learning difficulties** and other complex needs which impact on how they learn to regulate and manage their behaviour
- **Teachers and support staff must be given the opportunity to learn, understand and have insight into why our learners become dysregulated,** and reflect on how/why it affects their behaviour.
- **We must work collectively with our learners, their parents/caregivers and other professionals** to develop strategies as part of a positive behaviour support plan to support them to self-regulate and manage their behaviour in a positive manner

Teachers and support staff can support our learners by:

- Being mindful and reflecting on the quality of our relationships with each other (Staff Relationship Guidelines) and our learners.
- Reflecting and being committed to continuously improve on the quality of our provision
- Reflecting with parents, carers and other professionals so we are well-informed and have insight and understanding of their individual needs
- Reflecting and planning the "scaffolding" we put in place to support them to learn self-regulation skills
- By observing, gathering and analysing data on behaviour – to ensure our interventions are personalised, well informed and planned according to the needs of each individual within the context of their class or within particular lessons on and off-site

- To work in close partnership with our learners, their parents and carers and other professionals working with them, e.g. occupational therapy, speech and language therapy, CAHMS etc.
- To invest time and allow safe spaces and opportunities for learners to practise these skills and make mistakes from which they can learn, develop and grow

The resources, interventions and learning consist of:

- A variety of individualised and accessible modes of communication
- Clear and realistic expectations
- Rules and boundaries
- Routines
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour

We believe that:

Learners want to behave well and we will empower them to make positive behaviour choices. We believe that our learners are happy when their needs are understood and met, allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers. We consider their communication styles, social interaction skills, sensory and emotional needs, as well as the role we play in supporting them to develop these skills. Learners are better able to behave well when their needs are met in school, at home and in the community.

Some learners will need a personalised approach to support them to manage their behaviour, and consideration must be given to sensory and emotional needs, pain thresholds, what self-injurious behaviour could be communicating, levels of stimulation and engagement.

Learners can learn to improve their behaviour. Learning new behaviour is a task, just like learning to read or write.

Mistakes are part of the learning process. We do not make a judgement about it – instead we support our learners to get it right.

All adults can learn more effective strategies to support learners to improve their behaviour. Most adults have evolved ways of responding to learners' behaviour based on a combination of personal and professional experience, and training and experiential learning.

At Lydford School we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in learners, and to think about ways of responding to behaviour that challenge in a non-judgemental and supportive way.

This can be very difficult, especially if a learner is aggressive or targeting others in a focused way. As a school, we support all adults to develop their own emotional resilience through professional support. This may be peer-to-peer, group or individual support, and can draw on a range of expertise within school and beyond: Lead

professionals, Teacher Mentors, Educational Psychologists, CAHMS, Behaviour Surgery and Positive Behaviour Support facilitated by CAHMS.

All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to on-going professional development – our commitment to coaching, reflective practice and peer support improvement practice, professional competence and responsibility.

2. **SUPPORTING SELF-REGULATION AND POSITIVE BEHAVIOUR**

   a. **The quality of our relationships**

i. Our relationships with each other are supported and developed by our school's Code of Conduct. They provide a framework to help us to provide good models of behaviour at all times for our learners

ii. The quality of relationships with our learners are crucial. Each adult is a significant adult for our learners. To foster successful, enabling relationships we need to:

- **Actively build trust and rapport** – which has to be earned; not a given
- **We should have high expectations** for all learners. When we demonstrate our belief in them, it supports them to succeed
- **We treat learners with dignity and respect** at all times by communicating carefully and clearly in a way that is accessible to them and their current level of need
- **Adults should listen respectfully to the learner**, and make a judgement about how/when to respond
- **Invest in your relationships with the learners** and have fun together
- **Consider what might be behind challenging behaviour**; why the learner is behaving this way. There will always be a reason: the behaviour is a symptom of something that we need to identify and understand
- **Seeing things through**, e.g. consequences and rewards in place as a response to particular behaviours, both desirable and undesirable
- **Keep our word** – and if, for some reason, we are unable to honour a commitment to a learner, to communicate clearly and honestly about why this has happened
- **Identify the strengths of the learner** – identify these with the learner where possible and build on it.
- **Apologise if you make a mistake** – you are modelling this for the learner and this will support you to build trust and respect
- **Name and manage your own emotional reactions to learners' behaviour**, i.e. demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a learner
- **Quietly but firmly hold appropriate boundaries** for the learners
- **Seek support** from wider professional networks to problem-solve behaviours that challenge
- **We are always respectful to learners**; we do not talk about them over their heads or in front of other learners
- **We are non-judgemental about learners' life experiences**, but we use behavioural data to inform our planning for them

iii. It is important to reflect and plan with parents to ensure consistency in approaches between home and school. Positive behaviour plans need to be shared with parents and regularly reviewed. If any form of restraint or seclusion had to be used to keep a learner safe during their school day, this needs to be shared with parents or carers.

iv. It is important to ensure we are working collaboratively with other therapists and professionals, working with learners to ensure their input into planning and

strategies, e.g. speech and language therapists, occupational therapists or CAHMS. It is the responsibility of all staff to share any needed information or strategies with others e.g. cover teachers, specialists, multi-agency workers etc, to ensure consistency in strategies and enabling learners to succeed in self-regulating and managing their behaviour in different contexts, lessons and environments.

b. The quality of our provision:

If we are able to meet each learner at his/her point of need and learning, it is more likely that unhelpful behaviour or behaviour that is challenging will decrease or stop. To do this we need to:

- **Have communication systems in place** and readily available when a child or young person is presenting as dysregulated. This is their "voice" and should be accessible at all times, but especially during times of dysregulation or distress, when it is often difficult to make use of other communication methods
- **Knowing if they have any sensory processing difficulties** and have appropriate strategies that may allow them to de-escalate and return to a state of better regulation
- **Accurately assess and understand the learners' needs** by referring back to any SEND Support Plans, EHCPs and minutes from their Annual Reviews if appropriate
- If there is a requirement, **plan to meet the learner's range of needs**, specific to the plans drawn up by the SENDCo, eg equipment, staffing, sensory needs and diets
- **Support the learner to develop high levels of resilience** and **have high expectations** for every learner
- **Support learners to develop high self-esteem**, so that they believe that they can succeed
- **Frequent positive reinforcement** when things are going well and **minimal feedback for low-level undesirable behaviours.** Focus on what you want the learner to do
- **Know what motivates each learner** and use this as positive reinforcements
- **Personalised learning** to ensure that we meet each learner at his/her point of development and learning
- Where appropriate, **include the learners in the target-setting and evaluation** process for outcomes measurement, using appropriate language and methods (self-assessment)
- **Give the learner feedback on progress in a supportive way** that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress
- **Praise the learner for their specific achievements**, ie descriptive praise, and do this often

3. **ORGANISING THE CLASSROOM FOR EFFECTIVE COMMUNICATION AND BEHAVIOUR**

The guidance offered to staff to reflect on the support our learners need to learn how to self-regulate and manage their own behaviour successfully.

a. Class rules
Rules to support positive behaviour should be:

- Few in number
- Where developmentally appropriate, agreed with learners
- Communicated in a way that the learners can understand, including visual clues, objects of reference, social stories etc
- Stated in the positive – things we are going to do
- Regularly referred to by all staff

b. Routines
Consistent class/lesson/activity routines support our learners to understand expectations, manage anxiety, mentally and physically prepare themselves for their day – allowing them to learn how to self-regulate, engage with learning/activities and manage their behaviour positively. **This must be explicitly taught** – do not assume they know them. You will need to teach routines for **all** activities. The more consistency there is regarding routines, the easier it is for our learners. Routines also support behaviour for learning.

All staff should also reflect on how they support learners to adapt to changes to routines, and how they prepare themselves for changes, as this is an important life skill. If required, changes to routines should be practised using appropriate visual resources to allow our learners to learn that changes can be managed in a positive manner.

c. Communication and social interaction difficulties
Some of our learners need support in developing their communication, social interaction skills and social imagination skills (to cope with changes to familiar routines) to develop effective self-regulation skills that enable them to positively manage their behaviour throughout their school day. Challenging behaviour can be the result of a breakdown in communication. To support learners who have become dysregulated or in distress we should aim to understand the function of the behaviour, e.g. what is causing the learner to become distressed. All staff need to have strategies in place to support learners to express how they are feeling and how we can meet their needs proactively. All staff need to consider the following and how it can impact on our learners' ability to regulate and manage their behaviour positively:

- **Communication devices and strategies should work both ways**: to give instructions but to also allow our pupils to have a voice, make choices and express their needs
- **Some of our children need time to process information**
- **Some of our children have difficulty with verbal and non-verbal communication** (body language)
- **Some of our children have difficulties in understanding facial expression and tone of voice**
- **Some of our children have difficulties with consistently remembering social rules and conventions**

- **Some of our children have difficulties with understanding their own emotions** and how to tell an adult what they are feeling
- **Some of our children have difficulties with understanding other people's emotions**
- **Some of our children have difficulties with predicting what will/could happen next** – this can cause anxiety
- **Some of our children lack awareness of danger**
- **Some of our children need to be prepared for changes and transitions**
- **Some of our children have difficulty coping in new or unfamiliar situations**
- **Some of our children have difficulty with managing social expectations and/or interactions with peers including friendship**

All staff should be aware of and use when appropriate visual resources and other Augmentative and Alternative Communication systems as:
- **Visuals are permanent** – spoken words disappear
- **Visuals allow time** for language processing
- **Visuals prepare students for transitions** allowing them to feel less anxious and self-regulate better
- **Visuals help build independence, confidence and self-esteem**
- **Visuals are transferable** between environments and people, e.g. between home and school, or when going on trips or visits off-site
- **Visuals are helpful when children or young people have become dysregulated** as it replaces verbal communication and social interaction which in time of distress can hinder de-escalation
- **Visuals reduce anxiety** which impacts on self-regulation and positive behaviour

d. Sensory processing needs

Sensory processing difficulties could affect some of our learners' ability to self-regulate and manage their behaviour. Sensory processing is the ability to register, discriminate, adapt and respond appropriately, both physically and emotionally to sensory input from the environment. All staff should ensure that they:

- **Organise the environment clearly**, with visual cues and signposts as appropriate (written information, symbols, objects of reference etc)
- **Speak clearly, slowly and calmly**, and give pupils time to respond
- Sensory processing issues should inform **suitable learning environment adjustments** and support understanding pupils' actions
- **Ensure learners' sensory needs are supported** through embedding sensory breaks into their daily class routine
- **Teach learners to recognise when they are becoming dysregulated** (label emotions and feelings) so they are able to learn to ask for a break or an appropriate self-regulatory strategy to support them in regulating better
- **Monitor physical and emotional well-being** of pupils and recognise signals of being distressed, unwell, in pain or upset
- Enabling environments through **making responsible adjustments is a statutory obligation in disability law** (see Equality Act 2010).

e. Understand self-injurious behaviour

Self-injurious behaviour is defined as learners physically harming themselves. It is sometimes called self-harm. This might be head banging on floors, walls or other surfaces, hand or arm biting, hair pulling, eye gouging, face or head slapping, skin picking, scratching or pinching and forceful head shaking. The learner may have no other way of telling us their needs, wants and feelings. When it happens, staff should work collaboratively with the learner, their parents or carers and other professionals to try to find ways to prevent or replace this behaviour.

- **Respond quickly and consistently** when a learner self-injures. Even if you think what the learner is doing to get attention, it's never appropriate to ignore any self-injurious behaviour
- **Keep responses low key**: Limit verbal comments, facial expressions and other displays of emotion. Try to speak calmly and clearly, in a neutral and steady tone of voice
- **Reduce demands:** the learner may be finding a task too difficult or overwhelming
- **Remove physical and sensory discomforts**
- **Redirect**: Tell them what they need to do instead of self-injurious behaviour, e.g. "David, hands down". **Use visual cues** such as picture symbols to support instructions if appropriate
- **Provide light physical guidance**: If the learner is having difficulty stopping the behaviour, provide light physical guidance, e.g. gently guide their hand away from their head, using as little force as possible. Immediately try to redirect their attention to another activity and be prepared to provide physical guidance again. This approach must be used with extreme caution as it may escalate the behaviour or cause the learner to target others
- **Use barriers**: Place a barrier between the learner and the object that is causing harm. For head slapping, place a pillow or cushion between the head and hand. For hand or arm biting, provide another object to bite down on like a chewy
- **Consider physical restraints**: If there is a risk of serious harm, all staff will work with parents and carers.

f. The language of choice

This is part of helping our learners take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both positive and negative.

We use specific descriptive praise when we see learners making a good choice – we can never do too much of this.

We link consequences to the choices they make, to help them make the best choices. This communication:
- Increases learners' sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive
- Where appropriate, overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them manage their own behaviour
- Increases their independence

g. Rewards and Consequences

- Descriptive praise

- Symbolic rewards
- Communication with parents and carers to inform them of the behaviour or achievement
- Special responsibilities/privileges
- Preferred activities above and beyond the scheduled daily activities (e.g. sensory room, bike, IPAD, choosing time)

They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

Consequences

1. We do not believe in sanctions or punishment. Example:

Behaviour	Consequence
Learner disrupts activity or behaves in a way that makes other learners feel unsafe	Learner has a break Learner is supported by an adult to consider their behaviour Learner apologies to the group for his/her specific actions and carries on with the activity

2. It is important for our learners to clearly link a specific behaviour with its consequence

3. The consequence needs to support the learners understanding of both positive and negative consequences

4. It is also important to review what has happened. Was there anything that could have been done differently to support this learner to manage?

> **h. Reparation**

Reparation means repairing relationships, or 'making good' in some way.

We believe that our learners should always be given the opportunity to repair, to forgive and learn from their actions. We do not believe in the concept of punishment, because it focuses the learner's mind on the punishment, rather than what s/he did. This frequently leads to learners feeling angry about the punishment, rather than thinking about the impact of their behaviour on others.

Staff need to reflect on their own practice, to consider if their actions may have escalated a situation and what they could do differently and proactively next time.

Where developmentally appropriate, **we support learners to take responsibility for what they have done and to repair it** with the other person(s).

Even learners with complex difficulties can be supported to repair; this will look different for each learner. We cannot make assumptions about what learners feel. Unresolved difficulties can make learners very anxious and this can cause behaviour to escalate or become habitual.

i.   Descriptive Praise

By praising behaviours that we deem positive, we are reinforcing the behaviours we want to promote, e.g.

"I like how you used your communication book to tell me how you are feeling"
"I like how you asked for a break when you needed it"
"I noticed you were being a good friend by helping Sam"
"Thank you for coming back to your learning so quickly"

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. Descriptive praise supports behaviour for learning.

4. **LEARNERS WITH EXCEPTIONAL BEHAVIOURAL NEEDS**

The majority of learners at the school will respond positively when staff work within these guidelines, but some of our learners need additional support to learn to self-regulate and manage their behaviour in a positive manner.

We do this by:

- **Working in line with this Policy**
- **Putting in additional support**, tailored to the specific needs of each learner
- **Observations** in a range of contexts
- **Medical investigations** to ensure that there is no medical need
- **Making the routines/strategies more detailed**
- **Drawing up a Risk Assessment** and **Positive Behaviour Support Plan** detailing action to be taken when identified behaviour occurs. This is shared with the learner, parent and other staff/professionals working with the learner
- **Drawing on additional resources** from beyond the school, e.g. CAHMS (PSB), EP support, Art Therapy Referral, Children and Young People with Disabilities Service (Social Care) and medical specialists
- **Parental and family support to implement changes** in strategies and CAHMS professionals to deliver Positive Behaviour Support plans. PSB is a person centred approach to supporting people who display or are at risk of displaying behaviours that challenge.

It involves understanding the reasons for the behaviour and considering the person as a whole – including their life history, physical health and emotional needs – to implement ways of supporting them. It focuses on creating physical and social environments that are supportive and capable of meeting learner's needs, and teaching them new skills to replace the behaviour which challenge.

Some learners need very specific and detailed planning, which could include a part-time time-table. When significant adaptations are made to a learner's school day, we always plan jointly with the parents and carers, the Multi Agency Support Team, the Local Education Authority and external agencies.

5. **BULLYING (including Cyber-bullying)**

- **We do not tolerate bullying**
- **Bullying should never be ignored**
- **All instances of bullying must be recorded**
- **Parents and carers of all children involved should be informed** by via telephone or in face to face meeting before the end of the school day
- **Every instance needs to be addressed in line with this policy**, with each learner involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern
- **Learners need to be supported to develop age appropriate level e-literacy** so that they are able to keep themselves safe on-line and report cyber bullying
- **Opportunities for parents and carers to learn about e-safety** and how they can implement and manage this at home

Further guidance is available in the school's **Anti-Bullying Policy,** which is available on request from the school.

6. **DISCRIMINATORY LANGUAGE/INCIDENTS**

- Although rare, incidents which include elements of racism, homophobia, transphobia, gender presentation, sexism or those which are related to disability, gender presentation or religion **are not acceptable** within our school's community
- **They should be dealt with in line with this Policy** with further advice and a co-ordinated response from the Senior Leadership Team
- **They MUST be recorded appropriately**, including all follow-up action
- **Some learners use discriminatory language without understanding its impact** and this must be viewed as an opportunity to teach learners how to be respectful to each other
- Depending on the nature of the incident, **a Prevent referral might need to be made to MASH**, who may feel that a 'Channel Panel' referral will be necessary. Our experience of such referrals are that our learners' needs are considered and both learners and parent have been supported appropriate and positively to understand our learners vulnerability to radicalisation in any form

Further guidance is available in the school's **Equalities Policy** which is available on request from the school.

7. **RESTRAINT**

Restraint is the positive application of sufficient force to ensure, by physical means alone, that a learner does not cause injury to either him/herself, a member of staff, another child or young person, or significant property damage.

- **Restraint should only be used as a last resort** once all other options have been exhausted. Any form of restraint should be used only when Reasonable, Proportionate and Absolutely Necessary
- It should **only be used if the learner is putting himself/herself or others in danger** and where failure to intervene would constitute neglect
- If used, **it must be recorded in the school's incident CPOMS**
- An **Individual Risk Assessment and Positive Behaviour Support Plan** will need to be carried out – this might apply when an individual learner needs

physical interventions, using Team Teach strategies on a part of an on-going behaviour management plan.

- All staff need to be able to **establish the possible consequences** of using particular Team Teach methods of physical intervention when challenging behaviour occurs.
- **Update the learner's Positive Behaviour Plan** including the Team Teach physical interventions which have been successful and share with relevant colleagues and parent/carers
- **If restraint is used, parents/carers need to be contacted before the learner leaves school**
- Once the incident has been de-escalated and the learner is regulating well again (could only be the next day) the class team need to consider **which appropriate repair work** needs to be done to offer a debrief for staff, and **maintain a positive relationship with the learner.**

8. **RESTRICTING LIBERTIES**

At our school learners will **never** be:

- Locked in a room alone, without support and supervision
- Deprived of food/drink
- Denied access to a toilet

In exceptional circumstances, **a learner may be secluded in a safe space** to reduce overall risk to him/herself or others. There must always be at least two adults present and a senior member of staff must be notified immediately.

If a pupil is secluded **the incident must be fully recorded** and it must be shared with parents and carers, notified to the Local Education Authority and Safeguarding and Social Care, or a consultation call with the Devon MASH team (Multi-Agency Safeguarding Hub) if the pupil is not known to the Disabled Children's Team.

A multi-agency planning and strategy meeting must be arranged at the earliest opportunity following an incident of seclusion. The learners' risk assessment must be updated to reflect the exceptional use of seclusion.

Staff should be mindful that some of our learners' equipment may restrict their liberties, for example adapted chairs which straps or gators and helmets. Equipment like this should only be used according to the guidance offered by specialist or therapist, for example as part of a Postural Management Plan.

Any incidents of seclusion must also be shared with appropriate member of the Academy Committee of the Governing Board.

CORPORAL PUNISHMENT

Corporal punishment is illegal and is never used at the school.

9. **CONTINGENT TOUCH**

Contingent touch may be used **appropriately** e.g. pat on shoulder in a public place, in the appropriate context.

10. **HOLDING**

Holding may be used appropriately; by this we mean providing physical direction similar to contingent touch but more directive in nature, e.g. the learner is led away by hand/arm/around shoulder (using Team Teach practices) or for very young learners it may mean more direct physical support – cradling or hugging. Learners with complex sensory needs may also request squeezing or deep pressure if it features in their care plan.

11. **MONITORING**

We need consistent behaviour management throughout the school, appropriately adapted to the age/ability of the learner; this is partly achieved via monitoring and reflection. All instances of challenging behaviour should be recorded on CPOMS.

12. **EXCLUSIONS**

Fixed term exclusions

In exceptional circumstances it may be necessary to exclude a learner for a fixed time period, and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the learner, other learners or staff is seriously compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of significant damage to property
- Incidents involving drugs

Decisions to exclude learners are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the learner.

Exclusions can also be managed internally and a learner may be removed from class for a fixed period of time.

Exclusions are a last resort. We will always try to adapt and personalise provision for all of our learners in order to ensure that they are able to access education.

Permanent exclusions
It is extremely rare for us to permanently exclude a learner.

In the event that our school is not able to meet the needs of an individual learner, we will **always aim** to work with the learner's family and the Local Education Authority to identify a suitable alternative placement for a managed move.

All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker of Head of the Virtual School for Looked After Pupils.

Appendix 1: PHYSICAL INTERVENTION POLICY

Staff receive up-to-date behaviour management training. We believe that physical intervention should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions, it may be appropriate for staff to intervene physically with or between learners. These include:

- Injury, or risk of injury, to another learner
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be proportionate, reasonable and necessary.

All staff have a duty of care to learners. If staff take no action, and the outcome is that a learner injures himself/herself, or another, including staff, this could be seen as negligence.

Advice for Staff

Members of staff facing confrontational situations with learners are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop learners from leaving any given space. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a learner's exit.

Remaining calm – the ability to remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening stance i.e. respecting personal space.

Awareness of Space - try to be aware of the space around you and avoid stepping into the learner's personal/intimate space. Try to take a step back to avoid confrontational body language.

Pacing and Chasing – when angry, some learners often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger a chase response and drive the learner away. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down and monitor the child's safety.

Intonation and use of voice – when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis, staff need to speak more slowly, in a quiet lower tone and, where appropriate, using visuals and/or gestural prompts.

Help Script

- Connect by using the learner's name
- Recognise and acknowledge the learner's feelings
- Tell the learner you are there to help: "You talk and I will listen"
- Give direction

Diffusing body language responses

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

Calm Stance

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response
- Time to make a 'dynamic' risk assessment and seek assistance
- Allows the learner time to make their own choices
- Build confidence in learners that you are in control – children need to feel that adults are in control to feel safe

In the event of a serious incident e.g. a fight, staff should:

- Give clear and immediate instructions – "stop fighting"
- Send for assistance
- Spell out sanctions
- Instruct and/or remove any onlookers from the environment where possible
- Intervene physically if confident and having assessed the degree of risk – if not, call for assistance

Appendix 2: ABSCONDING POLICY

Emergency Action Plan for a child or young person who has absconded from the school setting/off site provision

A child or young person is considered to have absconded if they leave the school premises or the immediate area of an offsite activity/trip.

- Where possible and if appropriate, a member of staff to encourage the learner to come back to school (if not in immediate danger)
- A member of the Senior Leadership Team and/or a Designated Safeguarding Lead to be informed immediately
- Home to be called to inform the family
- Report to the Police on **101** if it is unknown where the young person is (details of the young person, including a photograph, can be found on SIMS)
- Report to allocated social worker or duty social worker at Local Authority's Disabled Children's Team or MASH (Multi Agency Safeguarding Hub) if appropriate
- Educational Welfare Office to be informed if the child or young person has not returned home

Learners with complex learning and/or behavioural needs:

- If only <u>one</u> staff member observes a learner leaving school:
    - Return to reception immediately to inform the reception team to ask for additional staff support
    - Leave the school with no less than two staff members to follow the young person and follow steps below
    - Administrator to inform SLT immediately and an extra staff member to keep in contact with staff who have left the site if possible using mobile contact.

- If two staff members observe a learner leaving school:
    - One staff member to observe learner from the school gate, whilst one returns to reception immediately to inform reception team and seek additional staff support
    - Staff to leave together to follow young person and follow the steps below
    - Administrator to inform SLT immediately and an extra staff member to keep in contact with staff who have left the site if possible using mobile contact.

- Police to be called on **999** to alert them of a child or young person missing from school, or who has run too far from an adult to be seen

13. A member of Senior Leadership and/or a Designated Safeguarding Lead to be informed immediately.

14. Family to be informed and kept updated.

Actions to be taken following an incident involving a learner absconding:

- De-brief with staff, family and student (where appropriate)

- If a child has an individual Risk Assessment to be updated with appropriate safety measures clearly outlined and shared with the relevant professionals (SLT, All staff, Social Care and Family). If this is the first time that this has happened a new risk assessment should be drawn up and agreed with family and professional network

- Any issues within site security (e.g. front gate not locked properly) to be reported SLT immediately

- Children who may be at risk of running away or absconding should be made known to all staff including reception

- Appropriate information should also be shared with SLT in order for risk to be collectively managed