

# Stone Bay School.

## Policy Document.

### Statutory Policy required by Education Legislation.

#### **A3: School behaviour.**

Legislation informing this policy:

- [Education and Inspection Act 2006: Section 89.](#)

Links to related policies, guidance and protocols.

- [Human Rights Act \(1998\)](#)
- [UN Rights of the Child.](#)
- [Guidance on restrictive physical interventions for people with learning disability and autistic spectrum disorder, in health, education and social care settings \(DH2002\)](#)
- [Ensuring good behaviour in schools \(Dfe 2012\)](#)
- [Use of Reasonable Force \(DfE 2012\)](#)
- [Behaviour and discipline in schools \(Dfe 2014\)](#)
- Special Educational Needs Policy (A5)
- Safeguarding Policy and Child Protection Procedures (D1)
- Students Who Go Missing From School (Including Residential Accommodation) (E18)
- [BLD Code of Practice. Fourth Edition.](#)

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**3 year review cycle.**

**Date for Review:**

**Tuesday, 22 May 2018**

Signed. Richard Farr. Date: Tuesday, 16 June 2015  
Chair of Governors.

Signed. Billy Mc Inally. Date: Tuesday, 16 June 2015  
Headteacher.

## Introduction

This guidance has been constructed in the light of the DfEE amendment to section 550A of the Education Act 1996. Other relevant policies/guidance documents include:

- The Use of Force to Control or Restrain Pupils (DCSF 2010)
- [Human Right Act \(1998\)](#)
- Positive Handling Strategies for Pupils with Severe Behavioural Difficulties (DfEE 2001)
- [Ensuring good behaviour in schools \(DfE 2012\)](#)
- Royal College of Nursing (Draft Guidance 2013)
- [Use of Reasonable Force \(DfE 2012\)](#)
- [Behaviour and discipline in schools \(DfE 2014\)](#)

## Ethos.

At Stone Bay School we have a responsibility to support students, in a positive manner, to manage and understand their own behaviour and also to teach new and alternative skills to deal with their behaviour.

The School provides an environment that supports the learning style of individual students with complex needs. All educational settings, within both class and residential areas, are designed to maximise the physical and emotional wellbeing of each student. These settings are developed to deliver individualised, supportive, creative and stimulating educational environments. Our aim is to support students to make progress and positive change over time.

We aim to use models for understanding challenging behaviours and to develop individualised interventions to teach adaptive behaviours. We have a commitment to early intervention, prevention and positive approaches to understanding challenging behaviour alongside the provision of appropriate training and resources.

Our philosophy is to teach appropriate and alternative behaviours through the development of the student's understanding of the natural consequences to behaviours.

## Individual Positive Behaviour Support: Rationale.

The key themes of positive behaviour support at Stone Bay School include:

- The building and maintenance of positive relationships. Stone Bay School emphasises the bond between the student and adult and values relationships and positive interaction
- Staff modelling of appropriate and respectful behaviour at all times
- Person centred approaches

- A focus on the understanding of the function of behaviour. We have to understand the purpose of our students' behaviour in order to promote positive change
- The development of self- management skills
- Increased opportunities for personal choice and control
- Formulation of individualised behaviour support plans based on functional assessment
- Implementation of Behaviour Support Plans consistently across all settings
- A commitment to the reduction of the use of Physical Interventions with all students
- Of paramount importance is the protection of the rights of our students. This includes their right to the most effective and appropriate education

It is never appropriate to use punishment as a strategy

Behaviour support is a complex issue and we need to recognise that theories and methods will change in the light of research and experience. We therefore regard our school policy to be in a constant state of development and consequently will grow and improve over time. This includes the need to respond to changing student groups, educational advances and recent legislation.

### Behaviour Support Planning and Individual Risk Assessment.

All staff are responsible for creating a supportive environment for each student. This includes:

- Avoiding all known triggers for challenging behaviour wherever possible
- Ensuring the environment is safe
- Consistently providing individualised communication systems
- Providing structure and predictability to reduce anxiety
- Modifying our approach to suit individual student need e.g. language level

### Prevention.

All Behaviour Support Plans (BSPs) must be based on effective planning and a thorough understanding of individual and environmental triggers. All plans are specific to individual students and must incorporate early intervention, proactive and active strategies.

Staff are required to organise and plan responses to each student's challenging behaviour which will contain or limit the risk to all. For those students who may require physical interventions (based on sound assessment) the plan should be designed to reduce the need for physical support.

(Refer to Appendix 1 - Physical Intervention Guidance)

### Planning.

Class Teachers have a responsibility for co-ordinating the formulation of the Behaviour Support Plan with Senior Leadership Team support and authorisation. In addition, the Headteacher will continuously monitor issues of challenging behaviour across the school through regular staff meetings and review. This must involve meeting **all** relevant staff, professionals and family members and lead to the identification of targets behaviours and formulation of the Behaviour Support Plan (BSP). The BSP should include an assessment of risk and identify clear strategies to be implemented. This plan must be reviewed at least annually, however, constant monitoring of the

programme may indicate the need for more frequent review. The plan must be authorised (signed) by an appropriate adult e.g. parent guardian as well as the Headteacher or Deputy Headteacher (Refer to Appendix 1- Physical Intervention Guidance).

### **Health and Safety.**

We have a duty of care to keep all our students safe. Students with patterns of behaviour that put them at risk e.g. absconding, require additional monitoring, supervision, programme planning and risk assessment to support their individual needs.

The Governing Body and management of the school recognise the serious implications for all concerned during incidents of challenging behaviour. They acknowledge the stress and anxiety that is experienced by students, families and staff and will ensure that everyone has a positive and safe way to respond.

At times it may be necessary to intervene when a student's behaviour is posing a risk to themselves, others or the physical environment. In such situations staff may adopt PROACT SCIPr UK<sup>®</sup> strategies. PROACT SCIPrUK<sup>®</sup> techniques are the authorised interventions at Stone Bay School and are a BILD (British Institute of Learning Difficulties) accredited approach which is recognised by KCC. Physical interventions should only be used when all other strategies have been tried and found to be unsuccessful. PROACT SCIPrUK<sup>®</sup> physical interventions are not pain or punishment based and should be used for the least amount of time and least amount of force and intrusion.

### **Child Protection.**

Stone Bay School follows all National and KCC guidance including DEFS Guidance under Section 157 and 175 Education Act 2002 as set out in Safeguarding Children and Safer Recruitment in Education 2006. We also follow KCC Child Protection Procedures and work in line with National Minimum Care Standards for Residential Special Schools 2011.

All staff have a duty of care to protect our students from harm or abuse. We recognise that the use of Physical Interventions, in particular, is distressing to all involved and can lead to concerns, allegations or complaints. Indeed, it is the duty of all staff to immediately refer any Child Protection concerns to a Designated Child Protection Coordinator (DCPC) who will follow agreed Child Protection procedures. Names of current DCPCs can be found in the Child Protection Policy and displayed on staff notice boards.

Students and parents may also raise concerns and the Complaint Procedures Statement sets out how this can be done.

Due to the sensitivity of the use of Physical Interventions, and our commitment to reducing them, it is vital that relevant staff are familiar with guidance set out in individual student's Behaviour Support Plan. All students at the school also have individual Care Plans which should be familiar to all staff. Opportunities for de-briefing following an incident (staff and students) are also an important behaviour support tool.

The use of sanctions in the residential education setting can also raise concerns and staff should refer to the guidance at Appendix 2 for clarification.

### **Reporting and recording.**

At Stone Bay School there may be a variety of incidents which require school documentation to be completed. These may include incident logs, recurring incident logs, physical interventions logs, body maps, accident logs and sanction logs as appropriate

Staff have a responsibility to complete all documentation as near to the incident as possible and most definitely within 24 hours.

### **Minimising the need to use physical interventions.**

Stone Bay School follows the BILD Code of Practice Guidelines 3<sup>rd</sup> Edition linked to the use of Physical Interventions. Student with an identified Physical Intervention within their Behaviour Support Plan should also have a Physical Intervention Reduction Plan contained within it. (See Behaviour Support Plan Format - Appendix 3).

A record of all incidents, including those necessitating physical intervention, are kept in a Behaviour Support Database. The information contained in this database can show the amount of incidents an individual or groups are experiencing. This information can prove valuable when reviewing a student's Behaviour Support Plan as it can highlight specific difficulties students are experiencing or patterns in behaviour, e.g. specific lessons, environments or times where there are more incidents recorded. The Database allows precise monitoring of Physical Intervention Reduction targets.

### **Staff training.**

For all staff with direct student responsibility, training in PROACTSCIPr-UK<sup>®</sup> is mandatory. PROACTSCIPr-UK<sup>®</sup> Introductory Training will be provided for all new staff either before commencing employment or very soon after as part of their Induction Training. Refresher Training must then be undertaken annually and it is the responsibility of individual staff members to ensure this training is up to date. Staff are only authorised to physically intervene with students if PROACTSCIPr-UK<sup>®</sup> training has been undertaken on an annual basis. (List of Authorised staff to be kept by Deputy Headteacher and Student Administrator).

Stone Bay School also offers on-going training linked to the learning/behaviour support needs of students, including Autism Awareness and Positive Behaviour Support.

On commencing employment at Stone Bay School, all new staff will be provided with a copy of Stone Bay School's Behaviour Policy and Child Protection Policy.

### Authorised physical interventions.

All staff receive training in the use of core interventions which are Assertive Command, Stance and Protective Stance, Touch Support, One Person and Two Person Escort. (Refer to Physical Intervention Guidance at appendix 1 for full list of PROACTSCIPr-UK® Interventions which may be used at Stone Bay School). The additional listed interventions (apart from the core) will be taught to staff on an 'as needed' basis linked to the Behaviour Support Plan.

### Use of sanctions.

At Stone Bay School the philosophy is to develop a student's understanding of the natural consequences of behaviours (not threats). Whilst, in the main, positive approaches should be used to modify behaviours there may be occasions in the residential education setting when Social Service's permitted sanctions may be given. However, careful thought must be given as to whether a positive approach would be more beneficial. Consideration should also be given to the level of understanding of the student involved. In any event, a positive reward system should also be in place.

All sanctions given must be recorded promptly in the appropriate Sanction Log Book and are subject to internal and external scrutiny in the same way as Physical Intervention Logs.

Please refer to Appendix 2 for a comprehensive list of permitted sanctions (also to be found in the front of all Sanction Log Books) and a list of all forbidden sanctions.

Staff are reminded, in particular, that the withdrawal of food, drink or personal liberty should NEVER be used as a sanction.

### Links to other guidance.

This guidance relates to the following Stone Bay documents, policies and protocols;

- Written Statement of Behaviour Principles (C3)
- Complaints Procedure Statement (C5)
- Safeguarding Policy and Child Protection Procedures (D1)
- Touching Protocol (E4c)
- Administration of Medication Guidance (E5)
- Students Who Go Missing From School(including Residential Accommodation) (E18)

Safeguarding, Equality and Equal Opportunities Statement

Stone Bay School, and all policies and procedures, will promote equality of opportunity for all students and staff from all social, cultural and economic backgrounds. The school will ensure that no student or staff member is disadvantaged, discriminated against or treated less favourably because of their gender (including gender reassignment), race, disability, religion or belief, sexual orientation or due to pregnancy or maternity.

Stone Bay School aims to;

- Foster good relationships and create effective partnerships with all sections of the community
- Ensure that the school's service delivery, commissioning and employment practices will not discriminate unlawfully, either directly or indirectly
- Provide an environment free from fear and discrimination, where diversity, respect and dignity are valued and celebrated

All aspects of Safeguarding will be embedded into school life and will remain the responsibility of all members of our school community.

## APPENDIX 1

### PHYSICAL INTERVENTION GUIDANCE

The school trains all staff in regular contact with students in PROACT-SCIPrUK®, has adopted the BILD (British Institute of Learning Difficulties) code of practice for trainers in ‘The Use and Reduction of Restrictive Physical Interventions’ (2010) and is accredited through the BILD Physical Intervention Accreditation Scheme.

#### Positive Behaviour Support

By creating supportive environments and implementing individual multi-component behaviour support plans, we aim to avoid the need for students to present challenging behaviours in the first place (proactive). We recognise that the needs of each student will vary and the support plans we implement are individual and include the personal and environmental setting conditions which make the student less likely to engage in challenging behaviour. In the longer term our aim is to equip students with the skills and personal resources to meet their needs, including:

- Developing skills to communicate to others what their needs are and to get these needs met
- Having a network of social support; to provide social-emotional support, encouragement, practical help, affirmation of worth and appropriate models of behaviour
- Learning personal systems of self-control/regulation
- Developing self-awareness and an understanding of the consequences of own actions and the needs of others

Changes in behaviour generally take a long time. Long established challenging behaviours usually only change through the persistent and consistent implementation of support plans. Challenging behaviours can be reduced and often prevented by the careful management of the environment and consideration and understanding of each student’s personal setting conditions. The more positive interactions and opportunities that we are able to provide to meet the needs of the student, the less likely it will then be that challenging behaviour will occur.

#### Prevention

Building a supportive environment for each student is crucial to reduce the likelihood for the need to intervene using physical interventions. Environmental or ecological changes or manipulations may include the following;

- Analysing environmental and personal setting conditions
- Adapting the environment to minimise the likelihood of serious harm
- Avoiding known triggers for challenging behaviour – reduce exposure to situations where personal and setting conditions occur together
- Identifying triggers for aggression and violence
- Making the environment safe
- Teaching alternative behaviours and skills
- Implementing the appropriate communication system or approach
- Modifying the environment to avoid setting conditions occurring
- Being aware of the student’s personal setting conditions which influence behaviour; sensitivity to crowds, noise, verbal demands, pain or thirst
- Introducing predictability to reduce anxiety
- Modifying staff behaviour and expectations

### Early Intervention

Physical interventions should only be used when all other strategies have been tried and found to be unsuccessful. All students with a Behaviour Support Plan (BSP) are required to have **identified early interventions**; including proactive strategies and active strategies to be taken when a combination of setting/ conditions have triggered a sequence of behaviour which could escalate into a crisis for the student. These should be identified on the Behaviour Support Plan and Risk Assessment; specific strategies include a consideration of the following options;

- Implementing individual calming techniques, e.g. distraction, singing, food
- Offering alternatives or options for the student, change to a less demanding activity
- Using an appropriate voice in terms of pace volume and tone
- Changing staff interaction
- Changing the adult working with the student
- Leading people away
- Adjusting of body position to ensure minimum threat to the young person and maximum safety for staff, generally a sideways stance
- Adopting positive and calming facial expression and body language
- Making clear the expectations of all concerned in the incident and the likely consequences if behaviour deteriorates further where appropriate.
- Seeking help from other staff to diffuse the situation, offer support and act as a witness

All staff are required to be familiar with the Behaviour Support Plan and Risk Assessment for each student in their care.

Physical Interventions should only be used when all other strategies have been tried and found to be unsuccessful. Our physical interventions are not pain or punishment based and should be used for the least amount of time and least amount of force and intrusion.

- All actions must be conducted in the context of the school's policy
- Staff have a right and a duty to be trained in the use of physical interventions
- Clear and accurate records of the antecedents, behaviour and consequences must be maintained
- Positive approaches and appropriate physical interventions should be detailed in student's individual behaviour plan

A fundamental issue to be considered in the use of any form of physical contact with a child is their absolute right to be both "touched" and "not touched". It is clear that for some young people who may have had experiences of abuse in the past the issue of being touched in any way must be managed sensitively. Equally many children with an Autism Spectrum Condition may not like physical contact and therefore this could further aggravate the situation. For some young people their need for emotional support and comfort may at times extend to being physically comforted and this too must be managed appropriately. In the light of these examples, the judgements that all adults must make before touching any young person are as follows;

- Is the physical contact truly in the best interests of the child?
- How do I feel about this level of contact? What is in this for me?
- Is this appropriate given my knowledge of the young person?
- What would be the consequence of not making physical contact?

Strategies for physical contact/interventions should be detailed within a behaviour plan/care plan formulated for the student. These interventions must then be properly and regularly reviewed.

It is the responsibility of staff at Stone Bay School to ensure that the environment is calm and safe for all.

### **The Legal Framework surrounding Physical Interventions**

Stone Bay School adheres to the guidance contained in 'The Education Act 1996', 'The Education and Inspections Act 2006' (section 93), 'The use of force to Control or Restrain Pupils' (DCSF, 2010), the joint guidance – Guidance for Restrictive Physical Interventions (DoH, 2002) and 'Positive Handling Strategies for Pupils with Severe Behavioural Difficulties' (DfEE, 2001).

There is no doubt that corporal punishment is not promoted in local authority schools (DFEE 1986) and that school staff have a duty to safeguard and promote the welfare of all their pupils (DoH, 1989). There is also no doubt that the use of physical control is to be avoided where possible and that PROACT-SCIPr-UK® in schools should be addressed by positive attention to whole school approaches rather than focusing on punishment (DfE 1989, DfE (8) 1994). It is always **unlawful to use force as a punishment**.

The law recognises that it is appropriate to take action to prevent other people being harmed or to prevent damage to property, to prevent a child from committing a criminal offence or serious disruption to good order (section 25 – the use of force to control or restrain pupils. DCSF, 2010) Physical interventions should not be used to ensure compliance with staff instructions. Staff need to find methods of encouraging good behaviour not dependent on methods of physical control. They should also be combined with strategies designed to help the child learn more appropriate behaviours.

Force should be used as a protective measure and never as a disciplinary penalty (Education Act 1996, Section 548)

Physical Interventions are only to be used:

- In the best interest of students
- For the shortest period of time
- Using the minimal reasonable force
- With respect to the child's personal dignity
- With respect to age, gender and cultural background
- With consistency of approach from staff
- Where staff support each other in managing a crisis
- When they are based on a gradient support
- When other strategies have failed

Physical interventions should not:

- Cause injury
- Punish
- Cause Pain
- Create distrust
- Become routine

- Force compliance
- Be used in anger
- Be punishment based
- Humiliate a child
- Deprive
- Frighten
- Take the student's body out of natural alignment
- Hold joints
- Arouse sexual expectation
- Restrict breathing or impact upon the student's airways

'Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct' (The use of force to Control or Restrain Pupils, DCSF 2010)

At Stone Bay School, physical interventions are only employed after other, less intrusive, methods have been fully explored and found wanting. Prevention of challenging behaviours through alternative methods should reduce the extent to which physical interventions are employed. Physical interventions are not seen as a discrete self-contained package, but a graduated response to minimise conflict/anxiety and avoid confrontation. At Stone Bay School, staff working with students, are trained in positive approaches to behaviour change and also in PROACT-SCIPr-UK<sup>®</sup> techniques/interventions appropriate to the needs of the children in their education and care. Staff are only to use techniques taught and authorised by Stone Bay School.

PROACT-SCIPr-UK<sup>®</sup> (Strategies for Crisis Intervention and Prevention) are approved by Kent Local Authority and Schools have their own policies relating to behaviour support and management. The PROACT-SCIPr-UK<sup>®</sup> training provided is designed to assist and teach pupils to maintain self-control and for staff to engage in pro-active methods of handling crises. Within the training are opportunities to develop an awareness of the needs of people with severe learning disabilities, methods of preventing crises, with an emphasis on the interdisciplinary team and uses of verbal and non-verbal calming techniques. Training encompasses a range of non-aversive physical interventions appropriate to a range of challenging behaviours. PROACT-SCIPr-UK<sup>®</sup> physical interventions should not cause pain or panic.

### **Further Guidance on Use of Physical Interventions**

Stone Bay School is a designated provision for children with severe learning difficulties, autism and challenging behaviour. There are strong associations between autism and behaviour problems. Children experiencing these difficulties require positive and supportive interventions alongside staff well trained in positive approaches to behavioural management and physical interventions. Stone Bay School acknowledge our duty to make reasonable adjustments for specific needs of individual students (Use of Reasonable Force - DfEE, 2010).

It is acceptable to hold a child by the hand or the arm to quietly direct or escort them elsewhere (touch support). It is also acceptable to hold a child firmly to prevent self injury, injury to others or severe damage to property. Staff may, on occasions, need to use physical interventions which will be based on approved PROACT-SCIPr-UK<sup>®</sup> techniques.

At Stone Bay School there are a wide variety of incidents in which physical interventions may be appropriate or necessary to support, calm, escort or 'restrain' a child.

### Supportive Physical Contact

- i) Touch support (ii) escort holds

At Stone Bay School, many children require gentle touch/contact throughout their school day.

During these times PROACT-SCIPr-UK® principles and techniques will be implemented to ensure safe handling at all times

- to encourage them to move from a-b
- to remain seated or within close proximity of adults
- to encourage gentle physical contact of others and demonstrate appropriate gentle handling
- to support children with mobility difficulties
- to assess the level of physical stress, anxiety in children
- to place adults in safe physical position to monitor possible escalation in challenging behaviours

Children who experience difficulties with physical contact and touch will not be held using supportive physical contact. Close proximity and modelling of these techniques may be appropriate.

### **PROACT-SCIPr-UK® Physical Interventions**

Assertive Commands

Protective Stance

Touch Support

One Person Escort

Two Person Escort

Front Deflection

Front Approach Prevention

Front Arm Catch

Front Choke Release

Front Choke Windmill Release

Back Choke Release

Front Hair Stabilisation/Release with Assistance

Back Hair Stabilisation/Release with Assistance

One Arm Release

One Arm Release Variation

The Hug

Physical interventions listed above may be appropriate/necessary for a variety of reasons;

There is an imminent risk to self:

- a student is absconding and of risk outside school environment
- self-injurious behaviour, e.g. head banging, self-biting, excessive masturbation, self-scratching, eye poking etc.
- behaving in a self-destructive fashion e.g. climbing on unsafe area or in an unsafe manner eating dangerous materials e.g. plastic bags

There is an imminent risk to others (staff or student); behaviours might include:

- biting
- hair pulling

- smacking
- kicking
- inappropriate touch e.g. strangling rather than hugging
- punching
- scratching
- throwing "missiles" e.g. cups, plates, tables
- hitting with implements/weapons
- students' fighting
- rough play

There is an imminent risk of damage to property:

- destroying other pupils' personal possessions, e.g. materials in bedroom in residential setting
- smashing windows
- smashing furniture
- cutting electrical wires, phone lines etc.
- smearing faeces in communal areas
- destroying physical environment
- damaging school grounds
- damaging cars.

There is an imminent risk to well-being, good order and security of peers: persistent refusal to leave classroom/area due to seriously disruptive behaviour, serious disruption of a setting that creates high levels of anxiety, limited learning for other members of the group. This will be dependent on peer group, general behaviour of classmates and accepted levels of behaviour in specific environments but may include:

- continual/persistent screaming/shouting
- continual/persistent swearing/verbal abuse
- refusal to wear clothes
- urinating in class area
- flooding classrooms
- continual food throwing
- grabbing other people's food
- destroying others' work
- obsessive/ritualistic behaviours – very high levels e.g. climbing over classmates' desks continually
- refusal to accept sanctions

A child is engaged in a criminal act. Any intervention must be reasonable in relation to the danger presented by the student's behaviour.

Supine Control will only be used by named staff in consultation with The Loddon School.

#### **The Use of Seclusion and Timeout**

- Seclusion is the act of isolating individuals from other people

- Seclusion can and does include the use of locked doors, or a door that is not able to be opened from the inside
- The practice is dependent on a room or space which is available at the place the person lives, works or is educated
- Seclusion may be illegal except in specific circumstances described in legislation such as The Mental Health Act (1983) or in preventing a criminal offence
- **Seclusion is not permitted at Stone Bay School**

### Time Out

- Time out is a method which can be part of a therapeutic programme to manage a challenging behaviour
- Time out differs from seclusion in that it should be delivered as part of the behavioural programme.
- Time out should not be implemented where more appropriate less aversive strategies could be implemented

Time out may be implemented as part of a behaviour support plan and might include;

- Preventing a person being involved in the activities which reinforce their target behaviour until the behaviour stops and the person engages appropriately
- Asking/ instructing the person to leave the activity and return when they feel ready to be involved and stop the behaviour that is of concern
- Accompanying the person to another setting and preventing them from taking part in the activity they were undertaking/ participating in for a set period of time (BILD, 2009)
- Time out should never include the use of a locked room

At Stone Bay School time out should only be used as specified within the student's behaviour support plan and as part of an overall proactive approach.

### Support for Staff

Staff who have had to use physical intervention will be offered the opportunity to discuss their feelings about the incident as soon after completion of the recording pro-forma as is helpful. It is an expectation that all staff acknowledge the importance of talking to a senior member of staff to discuss the issues raised for them personally by using physical interventions.

The Governors and managers of the school will support the actions of staff in the use of physical intervention provided that they have been conducted in the context of this guidance and the methods endorsed by PROACT-SCIPr-UK® have been used.

Coping with the range of challenging behaviours presented in the school is both emotionally and physically demanding; the school and all staff have a responsibility to support team members in the following way:

- We encourage an atmosphere in which staff feel free to discuss problems - challenging behaviour causes problems for everyone - difficulties are not seen as failure

- We have a range of formal meetings to consider solutions to challenging behaviour and to share knowledge
- We must be able to rely on each other for mutual support
- We share behaviour management programmes with all staff to maintain consistency
- Staff may experience physical injury - it is accepted that staff may need time and support to recover. Support may be offered by team members or the management team

Post incident management for pupils is an area of developing work. Currently this is reviewed on an individual basis, providing pupils with support in a way that suits their particular needs. The aim is always to rebuild the relationships and to enable the pupil to feel safe and valued.

### **Complaints**

See Complaints Procedure Statement (C5)

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated
- Reasonable force will provide defence to any criminal/civil prosecution
- Suspension must not be an automatic response when a member of staff has been accused of excessive force(Use of Reasonable Force 2012)

## APPENDIX 2

### Permitted and Forbidden Sanctions

#### Permitted Sanctions are

- **Withholding a proportion of pocket money** – may be used for a short period of time. This may be linked to;
- **Restitution** – paying a nominal amount towards the cost of making things good e.g. possession of another student deliberately damaged
- **Reparation** – completing a chore which should be relevant to the misdeed e.g. tidying up if items have been deliberately thrown around the room
- **Curtailed of Activities** – e.g. not going on an outing if on-going behaviour threatens the enjoyment/wellbeing of other students, not being allowed to stay up late to watch a specific TV programme
- **Removal of Student's Property** – e.g. if damaging own PlayStation/ TV or refusal to switch off at bedtime – after consultation with line manager
- **Slightly Earlier Bedtime** – no more than one hour before normal bedtime

#### Forbidden Sanctions are

- **Corporal Punishment** – this includes any intentional use of force as a punishment such as slapping, throwing missiles, rough handling
- **Withholding Food or Drink** – deprivation of food or drink means the denial of access to the amount and range of food available to other students in the area. *NB. This does NOT include any dietary restrictions in place for medical reasons*
- **Imposition of Fines** – this does not include temporary withholding of pocket money or nominal contributions to the cost of repair or replacement of a deliberately damaged item
- **Restriction or Refusal of Visits/Communication From Family/Friends** – however, in some circumstances Care Planning may define some restrictions on contact due to legal reasons, protection and wellbeing but never for punishment
- **Requiring A Student to Wear Distinctive/Inappropriate Clothing** – this does not include school uniform, safety or sports equipment for specific activities
- **Withholding Medications/Medical or Dental Treatment** – as a sanction, this would be totally unacceptable and a CP issue if it occurred
- **Seclusion** – the use of seclusion as a sanction or punishment is totally forbidden and a potential CP issue
- **Intimate Physical Searches** – rarely, a search of a student's clothing may be necessary if s/he was known to be hiding a potentially harmful object to self or others. Never to be used as a punishment or to humiliate

**APPENDIX 3: Behaviour Support and Risk Assessment.**

<b>1. General Information.</b>	
Enter student's name.	Click here to enter a date.
Click here to enter general information on the student.	

**2. Specific known behaviours. (Associated risks and strategies to support).**

Insert know behaviour here.				
Who is at risk?	Enter who is at risk.	Likelihood of risk:	High.	
		Consequence of Risk:	Low.	
Known Antecedents.				
Click here to enter known antecedents.				
Potential Risk.				
Click here to enter potential risks.				
Strategies to reduce the risk of this behaviour occurring.				
Click here to enter strategies to use.				

Insert know behaviour here.				
Who is at risk?	Enter who is at risk.	Likelihood of risk:	High.	
		Consequence of Risk:	Low.	
Known Antecedents.				
Click here to enter known antecedents.				
Potential Risk.				
Click here to enter potential risks.				
Strategies to reduce the risk of this behaviour occurring.				
Click here to enter strategies to use.				

Insert know behaviour here.				
Who is at risk?	Enter who is at risk.	Likelihood of risk:	High.	
		Consequence of Risk:	Low.	
Known Antecedents.				

Click here to enter known antecedents.
Potential Risk.
Click here to enter potential risks.
Strategies to reduce the risk of this behaviour occurring.
Click here to enter strategies to use.

Insert know behaviour here.				
Who is at risk?	Enter who is at risk.	Likelihood of risk:	High.	
		Consequence of Risk:	Low.	
Known Antecedents.				
Click here to enter known antecedents.				
Potential Risk.				
Click here to enter potential risks.				
Strategies to reduce the risk of this behaviour occurring.				
Click here to enter strategies to use.				

<b>3. Special considerations.</b>
Click here to enter any special considerations.

<b>4. Physical Intervention Procedures. (Used as an absolute last resort).</b>
Click here to enter approved physical intervention procedures.

Date of original:	Date.	Author:	Name here.
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Updates.			
Date.	Author.	Shared with Parents.	Date.
Date.	Name here.	No.	Date.
Date.	Name here.	No.	Date.
Date.	Name here.	No.	Date.
Date.	Name here.	No.	Date.

