



Behaviour Teaching and Learning Policy

May 2018

Our Aims

At Baytree School we will work together to teach, foster and ensure acceptable behaviours that will enable pupils to function as well as possible both in the school environment and in the wider community. We aim to support all pupils and students in learning to manage their own behaviour with the necessary skills and strategies. We aim to deliver a consistent proactive approach towards behaviour support which we share with families and the wider community.

At Baytree School we aim for all staff to understand that all behaviour has a communicative function and to increase confidence and competence of all staff through the participation of a Behaviour Support training program. All staff who work with pupils participate in the BILD accredited Behaviour Support training program. All staff regularly receive updated refresher training to ensure consistency of approach.

What is behaviour?

Behaviour is the way in which a person acts or conducts themselves. In the more specific sense it can be seen as either:

Appropriate (socially acceptable, asked for, "good"),

OR

Inappropriate (socially unacceptable, antisocial, not asked for, unsafe, "bad").
Inappropriate behaviour also includes a category labelled "Challenging".

'Challenging Behaviours' are seen as those that:-

- Involve possible injury to self or others;
- Prevent learning in self or others;
- Are anti-social;
- Involve significant damage to property.

Why do we teach it?

The school embraces the aims of the 'Every Child Matters' initiative i.e.

For every child to have the support in order to:

- 1) Be Healthy
- 2) Stay Safe
- 3) Enjoy and Achieve
- 4) Make a Positive Contribution
- 5) Achieve Economic Wellbeing

- It is essential for a child / young adult, their family and the school that behaviour is supported so that the person can become a healthy, acceptable member of society, adaptable to it and exercising their autonomy within it (1, 4, 5).
- By teaching appropriate behaviour the school makes a firm commitment to help all pupils (including those with 'challenging behaviours') towards this goal (1, 2, 3, 4, 5)
- Teaching appropriate behaviour and discouraging inappropriate behaviour enables safe, productive and happy environments to be created (2, 3)
- It is recognised by the school that all pupils have rights to appropriate services and educational experiences consistent with their needs and developmental progress and that teaching behaviour plays a fundamental part in the realisation of these rights (1, 2, 3, 4, 5)

How do we teach it?

- **In line with relevant provision of the Children Act 1989 and the Children and Families Act 2014**

The most important principle is that each child / young adult is accorded respect for their rights as an individual. Any response to their behaviour is based upon consideration of:

- 1) What is in their best interests;
- 2) What they would recognise themselves as in their own interest were they of age and capacity to make such a decision.

The Welfare of the Child is Paramount
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- **With full regard to the school's Safeguarding Children Policy and Practice**
- **In a positive manner**

Behaviour is always happening - it never stops - it is ongoing - it changes.

The right input and reward **must be made** when the behaviour is what **we want** i.e. acceptable rather than always reacting to a crisis.

Rewards and sanctions often need to be designed to be meaningful to the individual pupil, however there are general whole school systems that operate – e.g. Certificate Of Personal Endeavour (COPE), Merits, The Good Book, choosing the next activity.

It is important to have both *proactive* (plans to prevent) and *reactive* (response to behaviour) strategies in place within a positive (enabling) environment that promotes, supports and rewards appropriate behaviours.

- **Through careful communication skills**

All staff and adults who work with pupils will promote positive behaviour through a total communication approach. Staff and adults will communicate expected behaviour in a manner which will support the pupil's understanding of what is expected. E.g. Makaton signing, Visual symbols, Social Stories etc

Non-verbal communication is the most crucial aspect of communication

▪ **Through a relevant curriculum**

It is recognised that behaviours that challenge the adult's wishes, requests or authority can only be deemed "inappropriate" **if** the wishes, requests and authority are *reasonable and appropriate to that pupil at that time*. There are often reasons why the behaviours we see as challenging have developed and why the pupils continue to behave in that way. Staff endeavor to find out these reasons and make adaptations to the curriculum, environment (and/or the setting) in terms of what, how or when it is presented is part of the ongoing professional judgment for staff and others.

▪ **Through planned management of behaviours**

The planned behaviour support of all behaviours is important but particularly so with 'Challenging Behaviour'. These behaviours are seen as those that:-

- Involve possible injury to self or others;
- Prevent learning in self or others;
- Are anti-social;
- Involve significant damage to property.

Incidents of challenging behaviours are all recorded in the relevant places see (appendix...) Incidents are monitored by the behaviour management coordinator who works closely with the class teams to develop strategies to minimise the reoccurrence of the identified behaviour.

If appropriate the behaviour management coordinator will lead on the creation of a "Consistent Handling Plan" (Appendix 3b) which will form part of the pupil's risk assessments.

At Baytree we will manage incidents of unsocial / challenging behaviour, and work towards lessening their frequency, in a way that avoids needless conflict (i.e. non-confrontational).

This approach emphasises the importance of non-physical interventions in achieving a successful outcome to an incident and is detailed in *Appendix 1* as a '*Model of Good Practice*.' It utilises the Local Authority (LA) adopted scheme for behaviour management (See "Positive Options – PROACT-SCIPr-UK) and may include some minimal level of restraint (*Appendix 2*).

Self Injurious Behaviour - Self injurious behaviours cover a wide range of actions and will be managed and planned in line with general guidelines of this policy through close working with staff, parents and others who know the individual well to provide a highly personalised support programme.

Use of Calming areas

Baytree School aims to provide a safe and enabling learning environment for all pupils and staff. The use of calming areas provides a consistent approach in the prevention and

de-escalation of challenging behaviours. Calming areas support pupils' ability to manage their own behaviour. They provide a strategy for pupils to reduce challenging behaviours. Alongside other strategies for reducing challenging behaviours, the use of calming areas will be outlined in an individual pupil's personalised behaviour plan. When a calming room is accessed by a pupil they will be supervised and never left unattended.

In Baytree School calming areas are not used as places of sanction, seclusion and/or containment. They are actively chosen by pupils who communicate a need to have a calm environment to limit anxieties. A pupil may be directed towards a calm area if anxiety levels are raised, lowering their ability to communicate their need for a calm area. A member of staff supporting a pupil using a calm area will not restrict the pupil's ability to exit the calm area unless to protect the safety of pupils and/or staff from risk of injury.

- **By having consistent practices and expectations**

The ethos of the school is highly positive with the emphasis firmly on successes and rewarding positive behaviours. While a list of 'school rules' is not, at present, thought by the staff to be a useful tool there are certain points common to all:-

- Be polite to others;
- Be kind and gentle to others;
- Share equipment and take turns.
- Walk in the corridors and classrooms;

- **By maintaining an appropriate Adult:Pupil ratio**

This is in order to implement relevant and individual approaches to behaviours presented, keep pupils safe, support personal and/or health needs and support learning needs.

- **By ensuring that staff are trained and supported in behavioural management**

School staff have a responsibility to ensure the safety of the pupils in their care. In keeping with the Children and Families Act 2014 'the welfare of the child is paramount'. This applies very much to behavioural matters, both in terms of the behaviour the pupils may exhibit and the behaviour they may experience from others.

The Governors, Headteacher and Leadership Team have a responsibility to safeguard the health and safety of the staff while at work, and this includes when dealing with behaviour.

No staff member should be required to deal with a situation that they do not feel adequately trained or prepared to meet. If a situation arises when this does occur the staff member should have no hesitation in calling for help from another school staff member. It is school practice that, when an incident is occurring, other staff should ignore the pupil's behaviour whilst being open to a possible need for assistance. Members of staff supporting the incident need to be sensitive to the unwanted distraction they might cause by their presence. If in doubt, check with a member of the class team involved with that pupil.

It is recognised that some situations encountered at Baytree can cause great pressures on staff and that they have the right (without prejudice) to say when they need a break from this pressure.

Implementing a 'time out from positive reinforcement' strategy can be a positive and successful teaching tool. It refers to a range of procedures all of which are aimed at enabling a pupil to learn which of their behaviours achieves the result / reward they want. The effectiveness of this approach is increased by the degree of lack of stimulus e.g. Low arousal environment including interaction/attention from others. It has its roots in behaviourist learning theory (see *Appendix 4*).

▪ **By liaison with parents**

Parents / carers will be involved as much as possible in discussion, the setting of behavioural objectives, implementation of these and the recording and monitoring of progress for their child / young person.

This discussion can be on a range of levels including telephone calls, home / school books, e-mail, parent meetings, as well as specially convened meetings.

Learning appropriate behaviour is easier for the pupil if a consistent approach is taken in all settings where the behaviour occurs.

▪ **By using outside agencies where appropriate and necessary**

There will be circumstances when the help / advice of agencies external to the school will be sought. These can include the following:-

- Community Nurses
- Multi Agency Support Team (MAST)
- School Educational Psychologist
- Consultant Psychologist / Psychiatrist
- CaMHS

▪ **By recording and reporting procedures**

Each class team develops with the pupils an awareness and understanding of behaviour that is acceptable or appropriate and inappropriate in the class setting.

Incidents of inappropriate behaviour that occur **MUST** be recorded. Initially this is on the child's own 'Incident Sheet' (*Appendix 5*) but, if inappropriate behaviour persists, (requires restraint) or if there is damage or risk of damage to people or things, the inappropriate behaviour **MUST ALSO** be recorded in the School Incident Book (kept in Admin Office) and reported to a member of the Leadership Team. Incidents of a very serious nature will be reported to the Authority by the H&S Coordinator using the "Report of Violence / Aggressive or Threatening Behaviour Form".

A member of the Leadership Team will facilitate necessary support for pupils and staff after any incident.

Related Policies

- Anti-bullying
- Pupil Discipline
- Safeguarding
- Exclusion of Pupils
- Physical Interventions (Positive Handling) Policy
- Equalities policy

Appendices to this policy

- 1 Model of Good Practice
- 1a Observe – then teach
- 1b Possible factors in the production of Challenging Behaviours
- 1c A modified Maslow’s Hierarchy of Need
- 1d Violence seemingly without anger or arousal
- 1e The Control Trilogy
- 1f Defusing Principles
- 1g Defusing Practicals
- 1h(i) What is non-confrontation or avoiding confrontation?
- 1h(ii) Being Non-Confrontational
- 1i Recording and monitoring of accidents and incidents at Baytree School
- 2 Physical Interventions (Positive Handling) Policy
- 3 Consistent Handling Plan
- 4 A.B.C. of Behavioural Theory
- 5 Pupil Individual Incident / Accident Form
- 6 Anti – Bullying Policy
- 7 Discipline Policy

Review of Policy: September 2019

This policy will be reviewed in line with the schedule available from the Clerk of Governors.

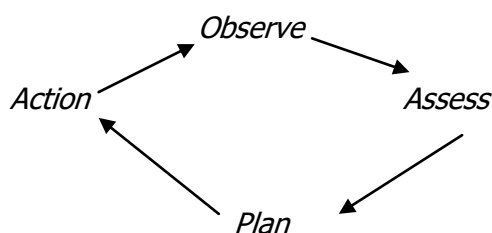
MODEL OF GOOD PRACTICE

COMMUNICATION IS PARAMOUNT

Three Sections:-
Team Factors (The Team)
Student Centred Approaches (The Student)
Outcome Strategies (The Behaviour)

TEAM FACTORS (The Team)

- * Personal awareness of:-
 - > Own behaviours
 - > Effectiveness of own behaviours
 - > Own emotions
 - > Own strengths (e.g. patience, calmness)
- * Team awareness:-
 - > Their abilities
 - needs
 - nature
- * Strategies that contribute to an effective team
- * Recognition of the cycle



Observation

Knowledge of techniques and their effective use **APPENDIX 1a**

Assessment

From "instant" response to "considered" reflection

Planning

From daily to long term – involving all members of team

Action

After consideration of above factors and child centred approaches and outcome strategies.

“OBSERVE - THEN TEACH”

TECHNIQUES OF OBSERVATION

- * Event Sampling – observations made when a particular thing happens
(probably along A B C lines)
- * Time Sampling – observations made at particular times (e.g. every 30 seconds)
for agreed length of time (e.g. 5 minutes)
- * Continuous recording – everything that happens for longer period
- * Diary – more anecdotal or subjective, often from memory at end of day
- * Video Recording – enables more people to observe and allows re-runs.
- * Third Person Recording (fly on the wall) – can effect the situation, person
must have sufficient observational skills.

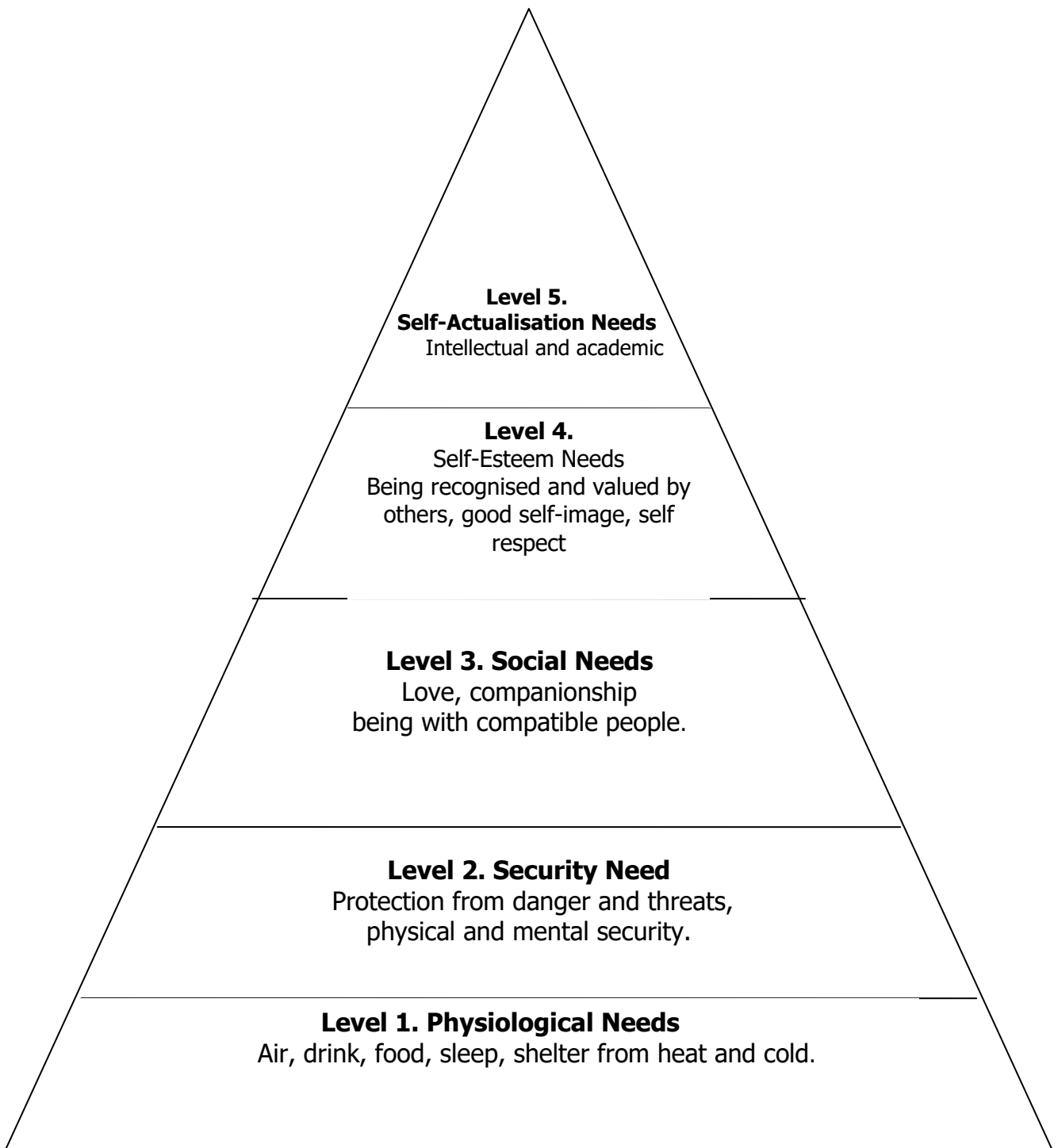
CAREFULLY RECORDED OBSERVATIONS may show that what you thought was happening -
ISNT!

APPENDIX 1b

Possible Factors in the Production of Challenging Behaviours

<u>Personal Factors</u>	<u>Environmental Factors</u>
<p>Genetics e.g.</p> <ul style="list-style-type: none"> • Genetic conditions which are thought to influence behaviour directly <p>Constitutional or Physiological e.g.</p> <ul style="list-style-type: none"> • Hormonal state • Hunger (Maslow level 1 need) • Allergies • Brain damage • Drug regimes • Illness • Epilepsy • Psychoses <p>Personality & Character e.g.</p> <ul style="list-style-type: none"> • Extremes of extroversion/introversion • Anxiety • Neuroticism • Impulsiveness • Sense of humour • Changeable moods • Arousal pattern • Coping styles (ability to cope with own emotions) • Prejudices <p>Sense of Self e.g.</p> <ul style="list-style-type: none"> • Self-esteem – unable to see self as valuable – as ‘good to be with’ • Self-view – ‘this is how I am’ – seeing self as a difficult or violent person • Degree of self knowledge <p>Damage e.g.</p> <ul style="list-style-type: none"> • Sexual or physical or other abuse <p>Difficulty with Communication e.g.</p> <ul style="list-style-type: none"> • Not able to use or understand language • Difficulty with verbal expression • Difficulty with understanding others <p>Basic Needs and Abilities e.g.</p> <ul style="list-style-type: none"> • Unfulfilled sexual needs • Still at early developmental stage • Still has unmet basic security and social needs 	<p>Quality of Physical Environment e.g.</p> <ul style="list-style-type: none"> • Lighting • Acoustics • Noise levels • Space availability • Humidity • Hearing • Colours <p>Quality of the Social Environment e.g.</p> <ul style="list-style-type: none"> • General social complexity • Environment not complex enough – unstimulating <p>Placed in Position of Powerlessness e.g.</p> <ul style="list-style-type: none"> • Being ‘goal blocked’ • Unreasonable punishment • Extensive use of punishment • Lack of access to decision-making • Lack of access to choice over own actions • Staff stress on compliance and conformity • Staff reliance on confrontation and win / lose scenarios • Behaviour constantly scrutinised with frequent interventions from staff <p>Unpredictable Occurrences e.g.</p> <ul style="list-style-type: none"> • Being startled / cornered • Lack of understanding about what is happening in the environment • Other people’s outbursts <p>Other people’s high expectations e.g.</p> <ul style="list-style-type: none"> • ‘good’ behaviour always • behave your chronological age always • staff set unachievable objectives <p>All Communication Difficulties</p> <ul style="list-style-type: none"> • lack of access to communications at own level of ability • lack of access to communications with staff • communication difficulties with staff

A MODIFIED MASLOW'S HIERARCHY



The importance of this way of thinking is clear. If you are thirsty enough (Level 1 need) it would be impossible for you to sit down and read the instructions for operating a new smart phone (Level 5). You would need to satisfy your Level 1 **before** you could think about higher achievements.

There are degrees to this of course. Depending on how thirsty you actually are, you may be able to operate at a higher level nonetheless. It does take a great deal of intellectual and emotional sophistication to overcome needs at Levels 1 & 2. We should always be sensitive to our pupils' abilities to do this.

You can see that, in one way, we all move up this scale as we develop from birth. But we also move about the scale from moment to moment.

We rarely stay in one place on the scale for very long!

Violence seemingly without anger or arousal among people with severe learning difficulties.
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Some people at early stages of learning and understanding have developed a lifestyle which may include the production of a violent / aggressive way of behaving which does not seem related to an angry or aroused state of mind. These behaviours may actually seem an ordinary and regular part of their existence, as routine to them as going to the toilet. The list of possible reasons given below arises more from experience of practitioners rather than a study of literature. Using one as a potential understanding of a client's reasons for producing behaviours may help in working out a way to help that person.

Possible reasons for the development of such a way of behaving:-

1. The behaviours have been learnt and solidified by the reinforcement of the reactions of others around the individual, particularly primary carers. It becomes literally the most significant thing that the pupil does in terms of its ability to provoke reaction and therefore interaction.
2. The pupils emotional states are sort of 'wrongly wired'. He / she does not realise that scratching or biting is not good relating. The happier and more affectionate the pupil is, the more the behaviours are produced.
3. The pupil has enough understanding of people and relationships to be able to use aggression and violence in a skilful way to 'wind up' situations. These situations seem to provide entertainment and creative satisfaction.

These problems may be trickier to address than dealing with incidents brought on by arousal – anxiety, fear or anger.

Defusing Principles

Principle 1

Manage the incident with a style which does not further contribute to the heat in the situation and the arousal of the pupil. This is the first priority.

Principle 2

Use a style of intervention which gets the pupil calmer with more ordered behaviour. This is the second priority.

Principle 3

"I am not a threat to you – you need not fear me"

This is the basic and most meaningful signal that the member of staff doing the defusing must send to the aroused pupil, with face, voice and body language. This does not mean that the member of staff is passive, or subservient, or make it more likely that he / she too will become a victim. In fact, simultaneous with the signal "you need not fear me" should be signals like: "but I am here, I am here to help, I am quite determined, I have competence, I intend to resolve this problem with you"

Being a defuser does not mean giving in, or not making sure boundaries are upheld. In fact, the defusing style is frequently about maintaining your position effectively without further contributing to the heat of the situation.

Principle 4

Helpful attitudes:-

- Managing a challenging situation is less about having winners and losers and more about effective resolutions.
- I should avoid a sense of being in competition with the pupil for personal power.
- Even though situations sometimes seem excruciatingly personal, they are not really about me personally. There were many other members of staff in this pupil's life before me.

Defusing Practicals

Calming

The ability to use your own behaviour and interaction skills to assist an angry, frightened or otherwise aroused pupil to become calmer, or to cease a process of escalating arousal. E.g. Adapting your communication by removing all verbal commands and offering simple visual cues. Present neutral body language and provide space for an individual with raised anxieties.

Calming behaviours should be simple, straightforward and predictable to the aroused pupil. The emphasis is on communicating willingness to help and reassure, together with the message "you need not fear me".

Calming behaviours should be used together with other defusing techniques.

De-triggering

This technique is concerned with addressing the triggering factors in the pupil's arousal. If you know the triggers for this pupil on this occasion, it is as well to remove them, or to do what you can to minimise their impact *whilst* you bring the pupil's arousal down.

Additionally, de-triggering may be about discussing the triggers with the pupil and offering help with their effects ("alright, I'll come and help you look for it, yes?") Addressing these issues can only be done when the pupil is at lower levels of build-up. A very angry pupil will not address issues effectively. At higher levels of build-up, the only issue is arousal.

Distracting

Distracting is the technique of helping the pupil to think about something else other than the arousal. A distracter will be any option you can offer which will be a viable alternative to the arousal, for that individual (e.g. a drink, a walk, a sit down, a talk, a quiet place, go somewhere different etc.)

Distracting is about alternative options, but also about giving the pupil power. Distracting makes sure that the pupil always has an option open which will enable them to decide to change the situation. This avoids the win-lose scenario style of confrontation. A pupil who is powerless, with no options open, is more likely to choose to gain power by use of aggression and violence.

Care: Distracting options should be reasonable, practical ones which will not in themselves make things worse for you. All options should be as respectful to the pupil as anything you do at any other time. Don't bombard a pupil with options, (that could be further aggravating) and *offer* them (do not *insist* on any of them).

RRN

Response to Reasonable Need:- We may often take the view that an aroused pupil's behaviour means that they forfeit all rights. However, it is good technique to respond reasonably. If the pupil asks for something you can reasonably supply without worsening anything – do it. You regain some power and control in this way.

What is non-confrontation or avoiding confrontation?

Non-confrontation could be defined as working to cope with, or manage, incidents of challenging behaviour in a style which attempts to avoid doing anything which will further contribute to the arousal (anger, fear, distress) of the individual, or to the incident having negative outcomes. It means working effectively to achieve a successful resolution to the situation.

Non-confrontation does **NOT** mean not doing anything, letting people get away with things, standing back, failing to intervene. It is not an easy option. Non-confrontation is more about the *style* by which you manage incidents of challenging behaviour, and how your style will contribute to the outcome of the situation and any further re-occurrence.

Features of a style which avoids confrontation:-

- an avoidance of needless conflict
- being calm and not allowing your own feelings to drive the way you deal with the situation
- taking steps to reduce all stress in the situation
- avoiding threatening behaviour
 - voice
 - body language
 - facial expression
- taking positive steps
- maintaining communication
- avoiding win-lose scenarios
- not relying on punishments or the threat of them
- preparedness to see the world from the point of view of the pupil being challenging
- having and developing good skills for positive interventions in difficult incidents.

See also the handout "**Being Non-confrontational**" Appendix 1h(ii)

Being Non-Confrontational

- Practise and discuss regularly approaches to remaining calm yourself
- Avoid unnecessary conflict – recognise when you do this successfully.
- Avoid shouting or raising your voice.
- Use a conversational tone of voice which attempts to communicate a sense of participation – your willingness to help with this problem. Remember, and attempt to use, the motto:-

Participation is different from, and better than, Compliance.

- Think carefully about the timing of your interventions in difficult situations.
- Think about, discuss, and practice your use of the defusing style.
- Don't pick the pupil up on everything she / he does which is 'unacceptable' – try and judge if certain behaviours are not worth worrying about at the moment.
- Use a relaxed facial expression and eye contact and keep your body language relaxed and open – **Don't:-**
 - loom over sitting people
 - stand squarely face to face with the pupil
 - adopt a 'big' posture
 - harangue or endlessly repeat orders.
- Try using a 'questioning' style rather than giving orders or an ultimatum:
 "Do you think you / we should..?" "Perhaps you should stop doing that..?" "You gonna come now..?"
 "Don't you think it would be a good idea if..?"
 This allows you to avoid a win / lose situation where you feel that you have given an order or ultimatum and you therefore must enforce it.
- Try meeting non-cooperation with 'deferred agreement' e.g. "Would you like to get up now? Okay, I'll come back and ask you again in a minute" or send another member of staff.

Recording and monitoring of accidents and incidents at Baytree School September

- Harm to a pupil by another Baytree pupil.
- Harm caused to pupil by accident e.g. Slip, trip or fall etc
- Harm caused to pupil by equipment e.g electrical shock, unstable chair etc
- Incident requiring medical intervention including first aid e.g seizure, Buccal etc

**Pupil
Accident
and incident
folder**

- Harm to a Baytree member of staff caused by accident e.g. Slip, trip, fall etc
- Harm caused to a Baytree member of staff by equipment e.g. electrical shock, unstable chair etc
- Harm caused to a Baytree member of staff caused by a Baytree pupil.

**Staff
Accident
and incident
sheet**

- Damage to the environment
- Harm to a visitor
- Harm to pupil from another School
- Medical issues not requiring intervention e.g. Seizure resulting in phone call home.
- Going home sick during School day after consultation with health care and a member of SLT.
- Going to hospital during School day after an accident/incident.
- Any seizures that require Buccal.
- Accident or incident which takes place on transport to and from School.
- Near misses- e.g. Contractor leaving tools unattended

**Incident
Book**

- Near misses e.g. Thrown item not striking anyone or causing damage to the environment.
- Recording of disruptive but non aggressive behaviour
- Monitoring of challenging behaviour.

**Class
behaviour
monitoring
forms**

The pupil accident and incident book, staff accident and incident sheets and the incident book can be found in the School office. Accident and incident forms are monitored weekly focusing on patterns and reoccurrence of individuals. An incident recorded in the incident book or Class monitoring forms should be brought to the attention of a member of the SLT.

Class teams should monitor the entries in the class behaviour monitoring forms and a copy of these should be sent to Ed termly unless it is felt there is a need for greater support.

Created September 14



Physical Interventions (Positive handling) Policy **September 2017**

This policy is an integral but discrete element of Baytree's Behaviour Teaching and Learning Policy and is based on guidance outlined in Circular 09/10 'The Use of Force to Control or Restrain Pupils'. The Circular refers to Section 93 of *the Education and Inspections Act 2006* which clarifies the position regarding the use of "reasonable" force by teachers and other staff working in schools to control or restrain pupils. This policy also incorporates advice from DfE 'Use of reasonable Force – advice for head teachers, staff and governing bodies' July 2013 and North Somerset guidelines.

Our Aims

Our pupils have the right to be treated with respect, care and dignity especially when they are behaving in ways which may be harmful to themselves or others and as a result require physical intervention from staff. By using this guidance (in conjunction with the Behaviour Teaching and Learning policy) staff will be helped to act appropriately and in a safe, legal manner, so ensuring effective responses in difficult situations.

At Baytree School the term "staff" referred to in this policy applies to all **employees of the school**.

What are Physical Interventions?

It is recognised that identified pupils at Baytree require staff to physically intervene for a wide range of reasons. In the vast majority of cases these interventions are not restrictive and serve to guide, care for, help or reinforce teaching of and learning for the pupil e.g. physical prompt to demonstrate exercises or techniques, hand over hand demonstrations, intimate care procedures, giving of first aid, comfort in distress etc.

Restrictive Physical Interventions (RPI) by staff can take several forms. They might involve:

- Blocking a pupil's path
- Holding (in a recognised manner)
- Leading by the arm
- 'Shepherding' pupil away from a situation (e.g. hand in centre of back or a relevant PROACT-SCIPr-UK technique)
- More restrictive interventions (PROACT-SCIPr-UK training required) using recognised methods.

Why might we need to use them?

At Baytree School we believe that the use of reasonable force in a physical intervention is only necessary to prevent a pupil from:-

- committing a criminal offence
- injuring themselves
- injuring others
- causing significant damage to property (including their own)
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in the classroom during a teaching session or elsewhere.

- The use of restrictive physical intervention should always be as a last resort, after the guidance contained in the Behaviour Teaching and Learning policy has been followed.
- In line with PROACT-SCIPr-UK principles we use minimum restraint for the minimum time until the situation is calm.
- Any physical intervention must be reasonable and proportional in the circumstances and always be conducted in relation to the pupil's age, gender, health, religious and cultural persuasion, and stage of development.
- Incidents of inappropriate behaviour that occur outside these normal limits MUST be recorded. Initially this is on the child's own 'Incident Sheet' (*Appendix 5*) but, if it persists, requires restraint or if there is damage or risk of damage to people or environment it MUST ALSO be recorded in the Confidential Bound School Accident and Incident Book see appendix 1i (kept in Admin Office) and reported to a member of the Leadership Team. Incidents of a very serious nature will be reported to the Authority by the H&S Coordinator using the "Report of Violence / Aggressive or Threatening Behaviour Form".
- A pupil who exhibits behaviour requiring restrictive physical intervention will have a "Consistent Handling Plan" written after a discussion with involved professionals and parents / carers. The method of informing parents of incidents will be made clear on this plan.
- A member of the Leadership Team will facilitate necessary support for pupils and staff after any incident.

Related Policies

- Behaviour Teaching
- Anti-bullying
- Pupil Discipline
- Child Protection
- Exclusion of Pupils

Review of Policy: September 2019

This policy will be reviewed in line with the schedule available from the Clerk of Governors.



Consistent Handling Plan

PUPIL'S NAME:

D.O.B:

Date of meeting:

Attendance at meeting:

**Summary of Level of Functioning
Receptive Language**

Expressive Language

Attention/Co-operation

<u>Behaviours which cause (or may cause) concern</u>	<u>Known Triggers</u>

Preventative Strategies

De-escalation Strategies

Reactive Strategies

Recorded by..... Designation.....
Agreed by..... Parents/Carers.....
Date sent to parents.....
Copies shared with

Review date

Preventative strategies

These are strategies which are part of a behaviour support plan. They enable the person to avoid socially less valid challenging behaviours by encouraging them to be involved in more worthwhile daily activities. Some may also be used as a precaution in the event of the individual exhibiting key signs that the identified behaviour may occur.

1. De-escalation strategies

These are distraction or defusion strategies for de-escalating a situation. They may assist in avoiding or reducing the behaviour identified as a risk.

2. Reactive strategies

These are strategies designed to be used in the short term. They are usually behaviour management techniques or physical interventions that enable carers to keep the individual and others safe while at the same time implementing longer-term behaviour change strategies.

A.B.C. OF BEHAVIOURAL THEORY

This way of looking at a behaviour assumes that there is a reason for that behaviour and that the reason lies in fulfilling a need or want.

Any behaviour may be seen as being made up of three phases or parts with an interconnecting relationship between them. They may be summarized as:

A – ANTECEDENT

B – BEHAVIOUR

C – CONSEQUENCE

ANTECEDENT – literally 'anything prior to another'

This part can cover a wide range of factors considered to be relevant. It can be further broken down into the

SETTING – where and when the behaviour happened, what else was happening, what the weather was like, who was there etc. Different factors will be relevant for different behaviours at different times.

TRIGGER – the one thing that immediately preceded or sparked off the behaviour

BEHAVIOUR – what the pupil exhibiting the behaviour actually did and / or said. No explanation of why, just an objectively reported 'What happened'.

CONSEQUENCE – also called the result, this is what the pupil exhibiting the behaviour gets as a product of the behaviour.

If these three are seen as being dependent on each other then it can be seen that by changing one of the three then one of the other two may be affected.

EXAMPLES

Change the setting / avoid the trigger and the behaviour could change.

Don't give the payoff and the behaviour will change

Give the payoff and the behaviour will be repeated (great if the behaviour was okay)



INCIDENT / ACCIDENT Record Sheet

**APPENDIX 5 of
Behaviour Teaching and
Learning Policy**

Name.....

Date	Time	Occurrence	Reported by	Action taken

All entries that involve person specific interventions PROACT-SCIPr-UK must be shown to Class Teacher asap and then to the Behaviour Coordinator, all entries to be signed and PRINT NAME



Anti-bullying Policy September 2017

**APPENDIX 6 of
Behaviour Teaching and
learning Policy**

WHAT IS BULLYING?

Bullying is deliberate behaviour repeated over time, to make someone else feel hurt, scared, unloved or unwanted. There is an imbalance of power between bully and the bullied, and it may include attitudes of prejudice.

Specific types of bullying include:-

- * Bullying related to race, religion or culture.
- * Bullying related to special educational needs or disabilities
- * Bullying related to appearance or health conditions
- * Bullying related to sexual orientation
- * Bullying of young carers or looked-after children or otherwise related to home circumstances
- * Sexist or sexual bullying

It can be:-

- i) Physical
 - ii) Verbal
 - iii) Indirect/Emotional
-
- i) Physical – e.g. hit, pushed, kicked etc or have any of these threatened (raised fist etc)
 - ii) Verbal – e.g. name calling, swearing, verbally threatened, taunting, teasing, gossiping etc
 - iii) Indirect/Emotional – e.g. excluding someone from game/group, spreading rumours amongst others, rude gestures etc.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of cyberbullying methods.

1 WHY DO WE NEED TO TACKLE IT?

- It makes pupils and staff unhappy
- Bullied people are unlikely to concentrate fully on school work
- Some people may avoid bullying by not coming into school
- Pupils who observe unchallenged bullying behaviour are likely to copy this anti-social behaviour
- Tackling bullying is part of building an effective, caring school
- The law requires it to be tackled (especially Children Act 2004, Education Act 2002)
- To fulfill the 5 aims of the 'Every Child Matters' framework

2 HOW DO WE RESPOND TO INCIDENTS OF BULLYING?

The aims of Baytree School's anti-bullying strategies and intervention systems are:-

- * to prevent, de-escalate and / or stop any continuation of harmful behaviour
- * to react to incidents of bullying in a reasonable, proportionate and consistent way
- * to safeguard the person who has experienced bullying and to trigger sources of support for that person
- * to apply relevant disciplinary sanctions to the person causing the bullying and ensure that they learn from the experience, possibly through multi-agency support.

(Safe to Learn – DfCSF 2007)

Specific ways of dealing with incidents of bullying at Baytree may involve:

- 'listening' (speech, Makaton, gestures etc) to each side – it may be a misunderstanding
- give suggestions for alternative behaviour to
 - a) the person causing the bullying (it may be the only behaviour they know)
 - b) the person experiencing bullying – assertiveness – make assertive statements
 - resist manipulation and threats
 - leave situation
 - enlist help from adult / another staff member
 - boost self esteem
 - remain calm in stressful situations
- Apply agreed sanctions to the person causing the bullying (in line with Behaviour Teaching Policy)
- Tackle it in Circle Time
- The allocated person for anti-bullying work is Ed Bowen-Roberts

3 SUMMARY

All adults have a responsibility to protect each pupil (and each other) from bullying (from whatever source).

If a person indicates/feels that they are being bullied or 'picked on' the adult has a responsibility to give the situation serious attention – something has to be done.

Bullying in any form has no place at Baytree School and all staff, parents and pupils must be informed of the commitment to educate against this type of behaviour.

Baytree School will, at all times, follow guidelines set out in the DfCSF publication "Safe to Learn: Embedding anti-bullying work in schools – 2007" and its associated publications.

Signed: Chair of Governors

Date:

Review Date: September 2019

****SEE APPENDIX – 'SCHOOL SUPPORT FOR CHILDREN AND YOUNG PEOPLE WHO ARE BULLIED' published by DfE 2014**

Discipline Policy

September 2017

**APPENDIX 7 of
Behaviour Teaching and
Learning Policy**

What is discipline?

Discipline is the way in which the rules that govern acceptable behaviour are formulated and enforced.

Why do we have it?

- It is essential for a child/young adult, their family and the school that behaviour is managed so that the pupil can become an acceptable member of society.
- By teaching appropriate behaviour, discouraging inappropriate behaviour and stopping dangerous behaviour the school enables a safe, productive and happy environment to be created.

How do we do it?

In working towards the development of our pupils as responsible adults we create an atmosphere that encourages pupils to show respect to others. They are expected to be polite and to develop and deepen their understanding of appropriate / acceptable behaviours and understand that some behaviours are unacceptable. Pupils will be equipped with the strategies and resources needed to support managing their own behaviour appropriately.

Discipline is managed:-

- In a positive manner - using proactive, active and reactive strategies in a positive environment.
- Through careful total communication skills - word level, tone of voice, non verbal, pupils preferred mode of communication etc.
- Through a relevant curriculum - reasonable and appropriate to the pupil at that time.
- Through planned management of behaviours - using non-confrontational techniques.
- By having consistent whole school practices and expectations:
 - Common points
 - Be polite to others
 - Be kind and gentle to others
 - Share equipment and take turns
 - Walk in the corridors and classrooms
- By ensuring staff are trained and supported in behavioural management.
- By liaison with parents.
- By using outside agencies where appropriate.

The school's Behaviour Teaching and Learning Policy gives details of this approach used throughout the school to encourage good behaviour, ensure the standards of behaviour are acceptable and to promote self discipline. The school's approach to bullying is set out in the Anti-Bullying Policy.

Related Policies

- Behaviour teaching
- Anti-bullying
- Child Protection
- Exclusion of Pupils

Review of Policy: September 2019

This policy will be reviewed in line with the schedule available from the Clerk of Governors.