SGS Pegasus School

Student Behaviour for Learning Policy and Procedure

If you would like this document in an alternate format Please contact the SGS-GS Human Resources Department

Prepared by:	Sara Goldhawk
Job title/role:	Head Teacher (SGS Pegasus School)
Ref. No.: **Q/P**	**Date of this version:** 13 November 2018 **Review date:** 13 November 2019 Upload to School website? Yes
Approved by:	**SGS Pegasus Free School LGB**
Date:	20 November 2018

Main aim and purpose of the policy:	To articulate the Group and College approach to Quality and Quality Improvement			
Is this policy (or its constituent parts) relevant to a general equality duty? (please tick)	This policy development will assist in the elimination of unlawful discrimination and/or harassment of identified groups?	Implementation of this policy will promote equal opportunities for identified groups?	Implementation of this policy will promote positive attitudes and participation between groups?	Implementation of this policy will promote good relations between groups?
Age	✓	☐	✓	✓
Disability	✓	☐	✓	✓
Gender Reassignment	✓	☐	✓	✓
Race or Ethnicity	✓	☐	✓	✓
Religion or Belief	✓	☐	✓	✓
Marriage	✓	☐	✓	✓
Pregnancy/ Maternity	✓	☐	✓	✓
Sex	✓	☐	✓	✓
Sexual Orientation	✓	☐	✓	✓
Carers/ Care givers	✓	☐	✓	✓
Persons in care	✓	☐	✓	✓

Specify any groups for which there is evidence or reason to believe that some groups or individuals could be affected differently:

How much evidence is there:	None	A little	Some	A lot
	☐	☐	✓	☐
Is there any concern that the policy may operate in a discriminatory way?	None	A little	Some	A lot
	✓	☐	☐	☐

Assessed relevance to equality (tick one row only)	High	Med	Low	None	Brief reason for this assessment
Age	☐	✓	☐	☐	This policy allows for reasonable adjustments to be made where extenuating circumstances are connected to a protected characteristic – no student will be subject to disciplinary action by virtue of a protected characteristic; or, where that characteristic frustrates compliance or intended compliance.
Disability	☐	✓	☐	☐	
Gender Reassignment	☐	☐	✓	☐	
Race or Ethnicity	☐	☐	✓	☐	
Religion or Belief	☐	✓	☐	☐	
Marriage	☐	☐	☐	✓	
Pregnancy/ Maternity	☐	✓	☐	☐	
Sex	☐	☐	☐	✓	
Sexual Orientation	☐	☐	✓	☐	
Carers/ Care givers	☐	✓	☐	☐	

What is the next step? (tick one only)	What priority level is this policy?			Has the Policy been sent for Full EQIA, or do you believe the policy should have a Full EQIA?	
	High ✓	Medium ☐	Low ☐	Yes ☐	No ✓

I am satisfied that an initial screening has been carried out on this policy/procedure and a full Impact Assessment is not required

Completed by: **Sara Goldhawk** *Date: 13.11.18*
Position: Head Teacher

SGS Pegasus School

Pupil Behaviour for Learning Policy and Procedures

To be read in conjunction with "SGS Academy Trust Behaviour and Discipline Statement of Principles"

1. Rationale

As a school, we believe it is important to promote a caring and supportive learning environment which enables all members of the school community to feel secure and respected.

The development of personal qualities, social interaction and communication skills are integral aspects of SGS Pegasus School day and are promoted through the curriculum based and non-curriculum aspects of the day.

2. The aims we have for all pupils are:

- To develop social and communication skills enabling full participation in society
- To develop self-respect, value others and the environment
- To take responsibility for one's own actions

3. The school is committed to:

- Setting high expectations for pupils' personal, social and academic progress
- Providing a happy, caring environment in which our pupils feel secure and are prepared for life outside school
- The promotion of a positive ethos where each pupil's achievements are valued and celebrated
- An effective partnership between school, parents and the community
- Ensuring all staff read, sign and adhere to this policy

4. Understanding Autism

Children, young people and adults with autism may experience high levels of anxiety, which if not supported, may result in behaviour that can be challenging for the person and those around them. Children, young people and adults with autism may also experience difficulty communicating their needs effectively which may lead to high levels of frustration and heightened anxiety.

SGS Pegasus School has a whole school approach to understanding autism. All our staff from non-teaching to teaching have training to develop this understanding and training regarding strategies to support our pupils. We work closely with families to enable all pupils to learn self-regulating strategies to manage different situations in school and in the community.

5. **Anti Bullying**

   SGS Pegasus School aim is to create a safe and secure environment for all, where bullying cannot thrive *(see Appendix 1) – to be read in conjunction with SGSAT "Anti-bullying policy and procedures"*

6. **SGS Pegasus School "Behaviour Code"**

   Our school motto "Be Proud" is central to our Pupil Behaviour for Learning Policy and Procedures. This was devised with staff and pupils and is displayed throughout the school environment.

   .

   Our school motto sit alongside our **Values** which are at the heart of all aspects of the school day.

   Values

   - All pupils can achieve
   - All pupils have strengths
   - All pupils can experience success and progress
   - All pupils are equal
   - All staff and pupils will work as a team
   - All staff and pupils will have high expectations

7. **SGS Pegasus School is a "Social Thinking" school** *(See Appendix 2)*

   Social Thinking ® is what we do when we share space with others, for example sitting in a classroom, lining up for playtime, playing in the playground, eating lunch at school and a range of other daily activities that involve our social interpretation and how we react to them.

   Social Thinking ® is a framework and curriculum developed by Michelle Garcia Winner that considers how to enhance and improve social thinking skills. All staff, teaching and non-teaching receive training regarding the Social Thinking ® framework.

   The key vocabulary of Social Thinking ® is embedded into all aspects of the school day.

8. Consistency is key

Principles that are consistently embedded into all aspects of the school day: -

- Teaching of appropriate strategies and skills for social interaction and social communication
- Maintaining a physical environment with visual clarity, low levels of stimulation and spaces clearly visually identified for function
- Maintaining structure and routines, visually presented
- Knowledge of each individual in class and in the school
- Whole staff awareness of individua pupil's methods of communication
- Proactive strategies to provide a positive learning environment
- Awareness of all staff that some behaviour is communication of need (emotional and/or physical)
- Emphasis on the use of pro-active strategies before reactive strategies that promote appropriate physical and social environments

Practices that are consistently embedded into all aspects of the school day: -

- Pupils receive regular praise and acknowledgement for "expected" or "appropriate" behaviour
- Adult responses to behaviour that is "unexpected" or "inappropriate" are clear, unambiguous and fair
- Consequences to behaviour that is "unexpected" or "inappropriate" are personalised to each pupil with staff awareness that this behaviour is communication
- There are low sensory/calm areas that pupils can access to self-regulate anxiety. Pupils may self-select these calm areas *(see Appendix 3)*
- Modelling, teasing and use of sarcasm etc may form part of the social skills curriculum as a teaching tool but are **never used** by staff in teaching or social interaction without purpose

9. Motivators/Rewards/Reinforcers:

- Stickers - which pupils collect in work books or sticker books (each class teacher may adopt their own preferred system)
- "Wow" or "Recognition" certificates *(see Appendix 4)*
- Access to preferred activities for short periods of time at end of lessons ("Choice/Free Time")
- "Link books" or use of Class Dojo will form daily communication between home, school and the pupil
- "Well done" slips, letters/certificates and special rewards that are appropriate to age range groups or situations.
- Phone calls/emails to parents/carers to celebrate achievements

10. Praise is used widely at SGS Pegasus School.

This can be informal or formal: -

Informal: -

- Non-verbal; smiles, eye contact, thumbs up, body language, signing and use of visuals/symbols
- Verbal praise and comments; either 1 to 1 or public recognition in class.
- Displays of all pupil works/achievements
- Class stickers and stamps with message of "well done", "great work", "super star" etc
- Sharing work/achievements with other staff members

Formal:-

- "Link books" or use of Class Dojo to identify positive aspects of pupil behaviour or work
- Sharing work on the school blog/class pages on school website
- "Choice/Free Time" – at end of lesson, session or day
- "Wow" or "Recognition" certificates

11. Staff responsibilities

Throughout the school, all staff will ensure that: -

- Clear boundaries/" expected" behaviour is visually conveyed and maintained
- Predictable structures and routines are established and maintained
- Visual pre-warning of changes to structure and routines are given
- Calm, consistent approaches are established and maintained

All staff have a collective responsibility to: -

- Provide positive role model to pupils
- Manage and **not ignore** behaviour in the class and whole school environment
- Maintain Pupil Behaviour Logs as applicable *(see Appendix 5)*
- Attend and adhere to the schools ownership of "My Concern" *(see Appendix 5)* and liaise with the Senior Leadership Team (SLT) and parent/carers of incident and actions take.

Class Teachers have a responsibility for their class to:-

- Devise individual Care Plans (ICP) which may contain a behaviour management plan (in conjunction with SENCO)
- Liaise with SLT, outside agencies and parent/carers to devise strategies to manage behaviour concerns (in conjunction with SENCO)
- Review the individual Care Plans (ICP)with pupils and parent/carers on a regular basis

12. Behaviour is Communication

All staff are experienced and trained to recognise behaviour as communication. We use strategies (i.e Kari Dunn 5 Point scale) to enable pupils to identify emotions and to visually communicate with staff if/when emotions are changing. A range of visual communication tools are used. Each pupil will have an individual Care Plans (ICP) which will identify known triggers and proactive strategies staff will use to support pupils with self-regulation.

Staff will ensure a full range of strategies (whole class and those identified on individual Care Plans (ICP) are used. Staff will ensure they fully consider what the pupil is communicating in their behaviour and respond to this communication with a range of strategies. If these strategies are not effective, the following additional strategies may be adopted: -

1. "time to talk" with class teacher and pupil in class
2. "time to talk" with class teacher and pupil out of class i.e during break time
3. "time to talk" with class teacher and a member of the SLT and parent/carers

13. Senior Staff Intervention

Class teachers have the support of the senior leadership team if whole class strategies and strategies identified on the individual Care Plans (ICP) are not effective in supporting a pupil to self-regulate. If a member of senior leadership team is called to a class, the senior team member will take on the role of the class teacher so that other pupils learning is not disrupted. This allows the class teacher to maintain their relationship with the pupil who is experiencing

heightened anxiety and spend time with the pupil either in or out of class. Parent/carers will be informed by telephone call, email or face to face meeting.

Arrangements may be made for the pupil to spend time with an alternative teaching group or member of staff. This to create a "cooling off" period, a "change of scene" to enable the pupil to self-regulate before re-joining their class.

Staff will complete an Incident log for either of these scenarios. The class teacher will contact parent/carers to discuss what led up to either of these scenarios and strategies that were adopted before senior leadership team involvement and/or time with an alternative teaching group or member of staff.

14. <u>Use of physical interventions</u>

See Appendix 7

15. <u>Mutual Staff Support</u>

Every member of staff will from time to time find themselves in circumstances in which they are challenged by the behaviour of a pupil or pupils. Staff are encouraged to discuss both formally and informally their experiences of dealing with challenging behaviour in order that an ethos of collective support towards colleagues is maintained within the school.

16. <u>Monitoring</u>

a) "Wow" or "Recognition" certificates Pupil certificate numbers will be monitored during regular staff meetings
b) Pupil Behaviour Log Pupil Behaviour Logs will be monitored during regular staff meetings
c) Calm Area usage Monitoring of Pupil Choice (i.e. where a pupil chooses to go to the Calm Area) is carried out termly by SLT Monitoring of Adult Choice (i.e. where a staff member suggests a pupil to go to the Calm Area) is carried out on a termly basis by both senior leaders and a member of the governing body
d) Incident Log Monitoring of the Incident Log is carried out on a termly basis by both senior leaders and a member of the governing body

******

<u>**Appendix 1**</u>

ANTI BULLYING POLICY

To be read in conjunction with SGSAT "Anti-bullying policy and procedures"

<u>Rationale</u>

SGS Pegasus School regards bullying as a form of behaviour where an individual or group deliberately hurt or intimidate over a period, or in an isolated incident. In our school, we recognise that bullying could occur between individual pupils, between groups of pupils and an individual pupil and between groups of pupils. It could also happen in the same way between members of staff and between staff and pupils. Bullying can happen through text messaging, emails, phone calls and social media sites. As such it is not tolerated at SGS Pegasus School. The school will:-

- discover bullying
- prevent bullying
- deal with bullying
- support the bullied
- prevent bullies continuing to bully
- endeavour to assist bullies to change their behaviour so they do not continue bullying

<u>Definition</u>

Bullying is a behaviour which:

- is deliberately hurtful (even if the bully does not realise just how hurtful)
- is repeated over a period of time
- may be physical
- may be verbal
- may be "indirect"
- can have its seriousness measured by gauging the degree of effect it has on the victim

<u>SGS Pegasus School recognises that bullying can come in many different forms</u>

This policy covers all types of bullying including:

- Bullying related to race, religion or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, pupils in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology –"cyberbullying"

<u>Aims</u>

Our aim at SGS Pegasus School is to create a safe and secure environment for all, where bullying cannot thrive.

The school aims to:

- support the bullied as a priority
- have an ethos in which bullying is less likely to occur
- implement preventative approaches to make it less likely that bullying will occur
- follow clear procedures when bullying does occur with clear action plan to ensure no repetition of the bullying
- encourage victims to disclose and for disclosures not to lead to repercussions (from the bully)
- consider productive ways of working with bullies aimed at changing bullies' bullying attitudes (and therefore, actions)

We will commit to: -

- Ensure the topic of "Bullying" is approached, in for instance assemblies, class time, PSHE, anti-bullying week and school council
- Ensuring all staff know all pupils so that when staff are on duty at playtime, lunchtime and before school all staff are vigilant and responsive
- Ensuring every instance of reported bullying (whatever the source) is investigated and dealt with
- Keeping parents/carers informed

We aim to prevent bullying through:

- The establishment of an environment in which staff and pupils value and support one another, people are listened to and taken seriously, and positive behaviour is modelled and encouraged
- The establishment of clear lines of communication between pupils, carers and staff
- Our commitment to maintaining our levels of awareness and knowledge about bullying through staff Inset
- The positive use of unstructured time
- Our commitment to monitoring and supervision of unstructured time of school life

Reporting bullying

Pupils are encouraged to tell an adult about all incidents of bullying. Staffs are responsible for either acting on or referring to SLT information about incidents. Any incident which is considered as bullying must be recorded in the Pupil Behaviour Log and Incident Log if applicable.

Responding to Bullying

Strategies to resolve bullying may include:

- Clear messages that the bullying behaviour is unacceptable and how it makes others feel
- Understanding the drive/needs of the bully
- Working around the incident in the PSHE lessons, circle times, in groups and as a whole school during anti bullying week. Approaches will be appropriate for the pupils ensuring appropriate means of communication is used (verbal, non verbal communication and visual aids will be used)
- Talking to the victim and supporting them ensuring appropriate means of communication is used (verbal, non verbal communication and visual aids will be used)
- Monitoring those involved
- Counselling individuals and groups
- Using sanctions for repeated bullying, which will involve parents/carers

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Pupil line: www.pupilline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for head teachers, staff and governing bodies", and "Supporting pupilren and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Pupilnet International: www.pupilnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

******

Appendix 2

SOCIAL THINKING

For more information, see www.socialthinking.com

Social Thinking is a framework which promotes the following key areas: -

1. WE CAN ALL BE SOCIAL THINKERS

We are social thinkers everyday whether it is at home or at school. We should be aware that people around us have thoughts and feelings. It includes sharing a space with others effectively and understanding the perspective and intentions of others. Although it is abstract, the vocabulary and lessons are concrete and talk about how the social world works.

2. WHOLE BODY LISTENING

The whole body (eyes, ears, mouth, hands, feet, bottom, and brain) needs to be focused on the group to listen and show you are listening.

3. EXPECTED BEHAVIOURS

Understanding that a range of hidden rules exist in every situation and people are responsible for figuring out what those rules are and then following them. By doing so, we keep other people thinking good thoughts about us. Doing what is expected is different based on where we are and who we are with.

4. UNEXPECTED BEHAVIOURS

Failing to follow the set of rules, hidden or stated, in the environment. People who don't follow the rules are doing what is 'unexpected' and people may have "uncomfortable" or 'weird' thoughts about them.

5. THINKING WITH YOUR EYES

Your eyes are 'tools' that help you figure out your environment and what other people might be thinking about. It puts the emphasis on the students becoming good observers and to use the clues to make smart guesses about what other people might be thinking about. They are encouraged to use this information to adapt their thinking, words, and behaviour. Also, if you use your eyes to look at a person, it makes them feel that you are thinking about what they are saying or doing.

6. YOUR BODY IS IN THE GROUP/OUT OF THE GROUP

When someone's body is turned into the group and they look like they are working as part of the group. We notice when somebody's body is not part of the group.

7. YOUR BRAIN IS IN THE GROUP/OUT OF THE GROUP

We notice when somebody is in the group and their brain is paying attention. We think that person is really
participating in the group. We also notice when a person's body is in the group, but it does not appear as if their brain is part of the group. It does not appear that their brain is thinking about the same thing as the group. We might say "your brain is not a part of the group".

8. THINKING OF YOU/THINKING OF ME

This has its basis in the understanding that my behaviour affects how others think about me. If I am thinking about myself, I am not taking into consideration how my behaviour is affecting others. If I'm "thinking about others," I am taking that into consideration. This terminology can be used in providing instructions on group work, remaining on task in discussions, playing at playtime and general behaviours.

9. SOCIAL DETECTIVE

Everyone is a social detective. We are good social detectives when we use our eyes, ears, and brains to figure out what others are planning to do next, or what they are presently doing and what they mean by what they say. We use our eyes, ears, brains to figure out people and places.

10. SMART GUESSES

This is when we use all of our tools to figure things out and then make guesses based on what we know about the world.

<center>******</center>

USE OF CALM AREAS

The Calm areas are low sensory areas in the school. Lighting can be lowered and there is soft furnishing for pupils who need to lie down. Soft blankets and covers and/or beanbags are available for pupils.

How staff will introduce the Calm areas

- Staff will introduce the Calm areas in a positive, proactive way that helps pupils understand the benefits that can come from these areas
- Staff will use age appropriate communication (verbal, non verbal communication and visual aids will be used) to explain that adults can help the pupil to "self regulate" their "anxiety" in class but if this does not help/work, pupils can use the Calm areas to self-regulate. These conversations will use language that is simple and positively stated and backed up with visual cues
- Staff will explain that sometimes a member of staff may suggest that 'this is a good time to use the Calm area' or the pupil themselves may feel that 'this is a good time to use the Calm area'. These requests will be backed up with visual cues shared with pupils during this introduction to the Calm area
- Staff will develop a visual aid (i.e. a 5 Point Scale) for signs that a pupil may need a break and visual cues to remind the pupil that this may be a good time to use the Calm area

All staff are aware that:-

- **The Calm area should only be used after in-class strategies have not reduced pupil anxiety**
- Pupils may self-select the area (as a chill-out area) when they are becoming distressed by the class environment
- The Calm area is an opportunity to help the pupil to self-regulate
- Use of the Calm Area, may be discussed with parents/carers to develop/review a pupil's individual Care Plans (ICP)
- Recording of the use of the Calm areas during a serious incident is the responsibility of the class teacher via the online reporting tool (Arbor)
- The SENCO will monitoring recording of the use of the Calm areas via the online reporting tool (Arbor)

*****

REWARD SYSTEMS

- Pupils will receive class stickers and stamps which will have a message of "well done", "great work", "super star" etc.
- Staff will provide these from the class budget

Star of the week awards

- Within our weekly celebration assembly, a pupil or number of pupils are identified by the class teacher as the class "Star of the week"
- This will be recognition for behaviour or learning that is consistent and "beyond expected"
- Photos of weekly "Stars of the week" are displayed and shared with parent/carers via Class Dojo

PUPIL BEHAVIOUR LOG

Each member of staff has a log in to "Arbor" to be able to record behaviour incidences. These are monitored by the SENCO and Head Teacher.

In addition to this, class teacher may complete an ABC chart to record the following: -

- "A" refers to the antecedent, or the event or activity that immediately precedes a problem behaviour
- "B" refers to observed behaviour
- "C" refers to the consequence, or the event that immediately follows a response

ABC chart are discussed with the SENCO and if applicable, strategies identified will be updated in a pupils' individual Care Plan (ICP).

MY CONCERN

SGS Pegasus will utilise "My Concern" to record all safeguarding and concerns elevated beyond entry to the Pupil Behaviour Log.

Staff will receive training regarding a "flag" system of which concerns need to be logged. These **will include** any safeguarding concerns.

Key features of My Concern are:-

- Designate Safeguarding Lead/s are alerted to all new concerns and other key actions
- Automated chronology of all information recorded, action taken, decisions and risk assessments
- DSL can monitor individuals or cohorts
- Staff can upload files
- DSL can allocate tasks for follow up
- Secure instant messaging between team members
- Enables a 'team around the child'
- Secure, controlled information sharing between staff and with trusted external partners
- Manage and monitor referrals to other agencies
- Record and manage 'Lessons Learned'
- On-board library of latest national guidance and relevant serious case reviews
- Locally maintained resource library (e.g. local policies, guidance, template documents etc.) available to all users.

Appendix 6

PROACT-SCIPr-UK®

PROACT-SCIPr-UK® is accredited by the BILD Physical Intervention Accreditation Scheme. The aims of PROACT-SCIPr-UK® are: -
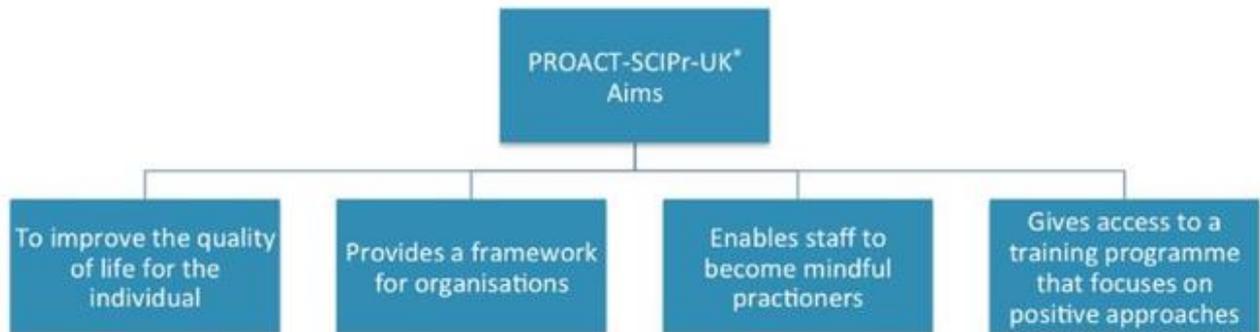
PROACT-SCIPr-UK® provides a person-centred whole approach which gives staff the skills to use a least physical approach to supporting behaviour.

There are 3 areas of approach that staff are trained to use: -

1. **Proactive strategies by creating positive environments**

   SGS Pegasus School will consider: -

   - Physical setting
   - Social setting
   - Activities and instruction
   - Scheduling and predictability
   - Communication

2. **Active strategies which may include**

(a) **Calming Techniques**

   - Identify
   - Reflect
   - Empathise
   - Reassure
   - Redirect
   - Praise

(b)   <u>Non-verbal techniques</u>

- Redirect
- Eye contact
- Close proximity
- Touch control
- Effective use of space
- Body posture
- Plan to ignore
- Facial expressions
- Access to preferences

(c)   <u>Verbal techniques</u>

- Talking
- Distraction
- Reassurance
- Understanding
- Modelling
- Humour
- One to one
- Remind pupil of natural consequences
- Coping strategies
- Use positive language
- Relaxation

3.   <u>Reactive strategies may include: -</u>

- These are only used when all proactive strategies have been introduced
- A pupil may work outside the classroom with an adult for a short period of time
- Parent/carers may be informed by telephone call, email or face to face meeting
- Any use of reactive strategies must be recorded in the Pupil Behaviour Log

******

USE OF PHYSICAL INTERVENTIONS POLICY

Physical interventions may be defined as:

- Touch as part of the learning programme
- Touch for care and management of physical/medical needs
- Touch or physical interventions as responses to challenging behaviour

SGS Pegasus School will refer to DfE "Use of reasonable force Advice for head teachers, staff and governing bodies July 2013" for guidance if physical intervention is required.

1. Training

Appropriate training is provided for staff as follows: -

- medical training from school nurse, school doctor, specialist medical professionals for intimate care, medical procedures, administration of medication other than tablets/medicines taken by pupils independently in the presence of staff
- advice on assisted eating programmes for individual pupils is sought from school nurse and parents initially and subsequently from school doctor, paediatrician, dietician, speech and language therapist etc
- all staff are trained in physical interventions (PROACT-SCIPr-UK)

Wherever possible, training needs for staff specific to an individual pupil are identified and met prior to the pupil starting at school.

Practices agreed following the training are recorded on the Personalised Pupil Plan (PPP).

2. Recording

All pupils have an Education Health and Care Plan which are reviewed annually with parents/carers and other professionals. Review meeting reports indicate if physical interventions are likely to be used with an individual pupil. A Personalised Pupil Plan (PPP) is developed each term and these will contain any new need for physical interventions. These are reviewed by the class teacher together with parents/carers.

3. When Physical Interventions might be used

a) When needed as part of a learning programme, as detailed in the individual Care Plan (ICP) and discussed at the annual review of the EHCP

They could include:

- hand-over-hand use of scissors, writing implements etc
- touch to aid manipulation of equipment in (for example) science or technology

b) When needed in response to physical/medical needs as detailed in the individual Care Plan (ICP) and discussed at the annual review of the EHCP

These include intimate care, administration of medication, feeding and support for personal hygiene. Care plans are reviewed three times per year, more frequently if necessary and if behaviour changes that would warrant a new behaviour plan.

Physical interventions detailed on care plans include:

- personal hygiene support for continence, menstruation
- support for developing independence skills in personal hygiene
- insertion of catheters, naso-gastric tubes etc
- administering oral midazolam
- administering rectal diazepam etc
- epi-pens for anaphylactic reactions
- inhalers, nebulisers
- supporting pupils at meal/snack times where there may be physical or behavioural difficulties

c) When needed to manage challenging behaviour as detailed in the individual Care Plan (ICP) and discussed at the annual review of the EHCP

If a pupil's behavioural difficulties necessitate the use of physical interventions to prevent injury to self or others. Staff are aware through their training that use of physical force must be reasonable and only used when all other whole class strategies and those detailed in the Personalised Pupil Plan have been used.

4. Use of Physical Interventions

The use of physical interventions should only be used by staff that have successfully completed appropriate training and always be considered when all other whole class strategies and those detailed in the Personalised Pupil Plan have been used. The use of physical intervention is seen as a last resort. Staffs use techniques that form part of the PROACT-SCIPr-UK programme. All interventions are passive, non-aversive, and use minimum force required, for minimum time necessary. Use of physical force that is unwarranted, excessive or punitive is not acceptable. Failure to comply with this principle, when considering or using physical force, is dealt with under school disciplinary procedures.

Whenever possible a senior member of staff should be summoned prior to a member of staff engaging in a physical intervention.

A situation in which physical interventions may be used falls into three main categories:

1. where there is a risk of injury to pupils and/or staff
2. where there is a developing risk of significant damage to property which may also involve a risk of injury to pupils and/or staff

Scenarios (re. 1 & 2) may include:

- crossing a road or proximity to any hazardous situation with a vulnerable pupil
- a pupil physically attacks a member of staff, or another pupil
- fighting
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- a pupil is running in the building in a way in which he or she might have or cause an accident likely to injure him or herself or others
- a pupil attempts to leave the school grounds
- escorting a pupil to a place of safety for their own safety (i.e during a fire alarm)
- a pupil deliberately obstructing a corridor causing a danger or disruption to others with no alternative route through

There is no legal definition of reasonable force but three criteria are established for policy:

- if the circumstances of the incident warrant it
- the degree of force must be in proportion to the circumstances
- the age, understanding and sex of the pupil

Force that may not be used includes:

- holding round the neck or any other hold that might restrict breathing
- kicking, slapping or punching
- forcing limbs against joints (e.g. arm locks)
- tripping or holding by the hair or ear
- holding face down on the ground

We encourage open discussions regarding all strategies used at SGS Pegasus School so that if staff are unsure about strategies identified in a Personalised Pupil Plan or being used in class or school environment, staff have 1:1 opportunities with colleagues and/or senior leadership team or can use staff meetings to share views and seek advice.

5. <u>Positive behaviour management</u>

All staff will adopt a positive approach to supporting behaviour. This may include: -

- Understanding triggers for behaviour and understanding the communication of behaviour
- Understanding the factors that influence this pupil's behaviour i.e physical environment, changes in environmental factors, health factors etc
- Identifying early warning signs that indicate changes in behaviour are developing.

This approach will help to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviours and make sure that the use of physical intervention is rare.

A Personalised Pupil Plans (PPP) may contain a behaviour management plan which will be agreed by staff and parents before implementing them in school. Plans will:-

- Meet the pupil's needs
- Encourage the pupil to make positive choices and develop self-control
- Support the pupil in difficult situations
- Safely manage crises if and when they occur

6. <u>Risk assessment and planning for use of physical interventions</u>

It may be necessary to consider the use of physical intervention as part of a behaviour management plan. All identified behaviours necessitating use of physical intervention should be formally risk assessed. The resulting risk management strategy must be compatible with a positive behaviour

management approach. Planned use of physical intervention must be clearly shown to be in keeping with the pupil's EHCP and individual care plan. It should also be properly documented within school records.

All staff should be aware of the distinction between physical contact or touch, used appropriately in everyday situations to support, encourage, guide or comfort a pupil, and the use of force to restrict movement or to disengage from pupils whose behaviour presents a clear risk of injury.

Any physical intervention should be agreed in partnership with the pupil (if appropriate), parents (or those with parental responsibility) and other statutory agencies working with the pupil. This is especially the case when pupil are looked after by the local authority, in respite care, or cared for by others with legal responsibility in order to ensure that there is a consistent approach in and out of school.

7. Use of physical interventions in unforeseen and emergency situations

It is acknowledged that, on rare occasions, staff may find themselves in unforeseen or emergency situations when they have no option but to use reasonable force to manage a crisis. It is recommended that:

- Before using a physical intervention, staff will use diversion or diffusion to manage the situation
- When using a physical intervention – staff must use techniques and methods with which they are competent, confident and permitted by the school i.e. PROACT SCIPr UK.
- In exceptional circumstances (where permitted techniques are ineffective or staff are unfamiliar with the action they should take) – staff manage the situation as best they can to comply with the schools values and ethos
- Staff should always report and record use of physical intervention that occurs in unforeseen or emergency situations using school procedures.
- Pupils should be given opportunity to comment on instances of physical intervention using pupil comment sheets. Completed sheets to be attached to record sheets.

8. Post-incident support

Incidents that require use of physical interventions can be upsetting to all concerned and result in injuries to the pupil or staff. After an incident has subsided, it is important to ensure that staff and pupil are given emotional support and basic first aid treatment for any injuries if applicable. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries should be reported and recorded in accordance with school procedures.

9. Reporting and recording use of physical interventions

We wish to ensure that there is transparency around the physical actions of staff that may be interpreted as going against the will of the pupil.

The school will ensure that any physical intervention is documented. Unplanned physical intervention may trigger a risk assessment. Incidents are recorded within the pupil Behaviour Log and if appropriate, the Incident Log. Any use of physical intervention is shared with parent/carers on the same day by phone call to share the ABC of the incident (Antecedent, Behaviour, Consequence). If parent/carers are not available for a phone conversation, an email will be sent with an invitation for parent/carers to ring school and/or meet with staff.

Incidents resulting in injury will be recorded in the "Accident Book" kept in the school office.

10. Monitoring use of physical interventions

Use of physical intervention in school is monitored to help staff learn from experience, promote the well being of pupils and provide a basis for appropriate support. Monitoring can help to determine what specialist help is needed for a pupil. Information on trends and emerging problems are shared

within the school and with parent/carers. Monitoring information is reported on a regular basis to school governors.

11. Responding to complaints

The use of physical intervention can lead to allegations of inappropriate or excessive use. In the event of a complaint being received in relation to use of force by staff, the matter should be dealt with in accordance with agreed procedures for handling allegations against members of staff.

12. Staff training

All staff are trained in physical intervention methods that are acceptable within the school. This training is intended to help staff to link meeting pupil's needs with positive behaviour management. Staff involved in implementing planned use of physical intervention, as part of a behaviour management strategy within the school, are provided with training in the range of intervention techniques they are expected to use in their day-to-day work. On successful completion of training, staffs are expected to attend annual updates.

13. Unacceptable practices and guidance

- Any physical intervention that is purposefully aversive, inflicts pain or injury is unacceptable
- Any physical intervention must employ only the minimum amount of force needed to avert injury, damage to property or to prevent breakdown of discipline
- The scale and nature of any physical intervention is proportionate to the behaviour and the nature of the harm that might be caused
- Physical interventions associated with administering medication or food/drink to pupils must be advised by medical professionals with initial advice from school nurse.
- Seclusion, where a pupil is prevented from leaving an area or a building, may be deemed a 'restriction of liberty' under Children's Act 1989.
- Avoid any physical intervention that could be mis-interpreted as sexual
- Wherever possible physical interventions should be used sensitively and with respect for cultural expectations and pupil's attitudes towards physical contact
- Planning should include strategies for maintaining dignity of pupil and avoidance of situations where physical interventions are used "in public"