



# Positive Management of Behaviour Policy

**Approved by:** Catherine Beard **Date:** August 2023

**Next review due  
by:** August 2024

This document will be reviewed annually or earlier.

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

- Keeping Children Safe in Education - Statutory guidance Published September 2023
- Use of reasonable force in schools
- The Children Act 1989 and subsequent Guidance and Statutory Instruments of the Act
- Behaviour in schools Advice for Head teachers and school staff - Sept 2022
- The Human Rights Act 1998
- OfSTED Summary report - 'Managing Challenging Behaviour'



## Contents

INTRODUCTION.....	3
RATIONALE.....	3
PRINCIPLES.....	3
CREATING A POSITIVE CLIMATE - A STRUCTURED ENVIRONMENT.....	4
RELATIONSHIPS.....	5
POSITIVE PERSONAL CONTACT BETWEEN CHILDREN AND PUPILS AND STAFF.....	5
SOCIAL LEARNING.....	7
ATTAINING SOCIALLY RESPONSIBLE BEHAVIOUR.....	8
MAKING AND SUSTAINING FRIENDSHIPS.....	8
GAINING AND MAINTAINING GROUP MEMBERSHIP.....	9
ENCOURAGEMENT OF CHILDREN AND PUPILS TO DIALOGUE.....	11
CONVEYANCE OF UNDERSTANDING.....	11
INDIVIDUAL PROGRAMMES.....	13
CRITICAL CHALLENGING BEHAVIOUR.....	14
THE USE OF REWARDS IN POSITIVE BEHAVIOUR MANAGEMENT.....	15
PRIMARY MODEL CLASSES.....	15
SECONDARY MODEL CLASSES.....	15
REWARDS:.....	16
INTERVENTION DE-ESCALATION TECHNIQUES.....	17
CONTROL / RESTRICTIVE PHYSICAL INTERVENTION.....	18
PHYSICAL PRESENCE.....	20
RESTRICTION OF ACCESS OR EXIT.....	21
WITHDRAWAL.....	21
TIME-OUT.....	22
ONE TO ONE SUPERVISION.....	22
SECLUSION.....	23
PHYSICAL DIVERSION / Supportive Contact.....	23
PHYSICAL CONTROL.....	24
Statement Regarding Injury potential and Technique Application.....	25



PROCEDURE FOR PHYSICAL CONTROLS ..... 27

GUIDANCE FOR THE USE OF GROUND RECOVERY TECHNIQUES ..... 29

POST-INCIDENT MANAGEMENT ..... 29

POSITIVE HANDLING PLANS ..... 30

MONITORING THE USE OF Physical intervention ..... 30

IMPROPER ABSENCE ..... 31

PREVENTION OF IMPROPER ABSENCE (This is often called Truancy)..... 31

What is truancy? ..... 31

**INTRODUCTION**

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

**RATIONALE**

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

**PRINCIPLES**

The policy and practice within Stannard School seeks to demonstrate:

A safe learning environment

Consistent, clear and fair principles which relate to the organisation’s ‘Aims and Objectives’

The encouragement of self-worth, self-confidence and self-discipline

The encouragement and acceptance of socially acceptable behaviour and skills which will help our pupils find success in their independent lives

An approach conducive to effective physical and emotional care, education and therapeutic intervention



Arrangements and practices which are known to children and pupils, staff, parents /carers and placing authorities which effectively convey the culture of the Stannard School

A sense of community and shared values

Mutual respect

The promotion of positive relationships

A commitment to pro-activity rather than crisis driven approaches

An emphasis on positive effort and achievement

An active partnership with parents/carers, LA representatives, social workers and placing authorities

That any use of sanction is considered, fair and consistent

Sensitivity to the needs of the local community

### **CREATING A POSITIVE CLIMATE - A STRUCTURED ENVIRONMENT**

The positive management of children and pupils becomes possible when their basic needs are met:

The whole school environment reflects a care that it is a pleasant environment to work in

Individuality and development of understanding that with rights come responsibilities.

The staff in school have a very good understanding of the individuals with whom they work.

Partnerships with parents/carers and placing authorities.

Pupils are encouraged to feel pride in their school.

Pupils feel they have 'a voice' in school.

Most importantly pupils feel **Safe and Secure** in school.

First and foremost, Stannard School staff seek to create a caring environment where pupils learn to trust adults in a safe environment. In order to provide security for individuals and the school and to aid personal development, pupils need to develop an appreciation of the limits on their behaviour set by society.



They need to understand the implications of breaching these limits. A clear framework of authority and positive role models facilitates the development of inner self-discipline and maturity. As pupils demonstrate more self-management and maturity they develop greater trust, independence and autonomy. Informed choices are more probable. A carefully structured environment is fundamental in bringing this about.

## **RELATIONSHIPS**

The principal reward and encouragement for any pupil is the positive attention and frequent expression of approval and support by the adults around them.

Quality of relationships between pupils and adults is critical in the ethos and culture of Stannard School.

All schools and places of work have rules, procedures and codes of conduct, which seek to manage formally how people behave; Stannard School sites are no exception.

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

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

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

## **POSITIVE PERSONAL CONTACT BETWEEN CHILDREN AND PUPILS AND STAFF**

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



However, the following guiding principles should apply:

- Given that a higher proportion of children with special needs may have experienced sexual and/or physical abuse, staff need to ensure that any physical contact is not misinterpreted.
- Staff must be aware of the individual pupil's difficulties around physical contact. This can be especially challenging for a pupil with a diagnosis of Autism or Autistic traits
- If at any time a child or pupil demonstrates verbally or otherwise that he is not comfortable with physical contact staff should respond immediately by ceasing that contact
- Staff must consider Health and Safety issues when deciding to cease physical contact. If cessation is likely to increase the risk of injury to staff, the pupil or others present, these safety considerations must take precedence this should be detailed on the recordings of the incident with the information around the pupil's expressed feelings and any reasons why contact was not immediately ceased- this will then be considered by the SLT
- There should be no expectations of privacy for the physical expression of affection or comfort, although this may be appropriate in some circumstances (e.g. bereavement) staff need to be aware that different cultural factors may apply
- Age and maturity are factors to be considered in deciding appropriate physical contact
- Where a member of staff feels that it would be inappropriate to respond to a child or pupil seeking physical comfort, the reasons for denying this should be explained. The child should be comforted verbally as necessary
- The issue of personal contact in general is raised in interviews and induction training for staff and discussed in staff development.
- Physical contact should never be in response to or be intended to arouse sexual expectations or feelings
- Children and pupils should be counselled with regard to socially appropriate /inappropriate times/places/situations to seek physical comfort
- Appropriate physical contact should be a focus of discussions with parents/carers through Key worker and other regular contact
- We use a side on hug to prevent any misunderstanding of physical contact.
- We have a contingent touch approach which is highlighted for individuals whose professional multi agency team have agreed needs a higher level of contingent touch required to help those individuals to become less dysregulated in times of



dysregulation. When this is appropriate there is a plan written and agreed around how this will look for the individual pupil

### **SOCIAL LEARNING**

Many of the children referred to Stannard School have difficulties because they have experienced Adverse Childhood Experiences (ACES)

Others may have SEMH difficulties resulting from SEND difficulties or community issues. Our children's social difficulties are exacerbated when compounded by other social, emotional or cognitive problems. Normally children learn social behaviour by imitating that which is effective. Their subsequent repetitions produce positive reinforcement and encouragement to maintain the behaviour.

If the pupils do not learn the appropriate skills they are at risk of social isolation, social neglect and a loss of self-esteem. A socially skilled child is likely to be a personally well-adjusted one, but a child who continues to struggle with positive social interaction finds it far harder to progress in a world where we have so many social expectations.

Within Stannard School the approach to improving individual children's social relationship skills recognises that social development cannot be divorced from other learning experiences.

Moreover, formal learning, social activities, group work, and indeed all situations and environments within and without the school are appropriate to enabling children and pupils to improve their social skills.

Staff in planning their activities with groups and individuals, should include in their aims aspects of social learning. They should be continually aware of the dynamic role that they play in shaping, modelling and reinforcing positive behaviour.

The goals of the social curriculum are concerned with:

- The attainment of socially responsible behaviour
- Positive relationships with adults and peers
- Gaining and maintaining positive relationships with peers



### **ATTAINING SOCIALLY RESPONSIBLE BEHAVIOUR**

Socially skilled children and pupils will have learned to:

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

### **MAKING AND SUSTAINING FRIENDSHIPS**

Socially skilled pupils will have learned to:

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





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

### **RELATING TO ADULTS**

Socially skilled children and pupils will have learned to:

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

### **GAINING AND MAINTAINING GROUP MEMBERSHIP**

Socially skilled children and pupils will have learned to:

- Accept the need for conformity to group norms
- Participate in group discussion and debate
- Defend themselves and their rights when appropriate and appropriately
- Be aware that membership of some groups is exclusive and consequently accept the
- appropriateness of rejection from them



- Accept a fair share of group tasks
- Understand the need for a loss of a degree of personal autonomy to gain access to groups
- Value their role in group activities
- Discriminate between social and anti-social group behaviours

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

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

**Adults need to model positive interaction with pupils**

**POSTURE**

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

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



### **LISTENING**

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

Active Listening:

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

### **ENCOURAGEMENT OF CHILDREN AND PUPILS TO DIALOGUE**

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

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

### **CONVEYANCE OF UNDERSTANDING**

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



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

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

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



## **INDIVIDUAL PROGRAMMES**

One of the most obvious indicators to children and pupils that adults care is the visible time put into discussion with them concerning their progress and the purposeful addressing of issues to clarify for them how they can effect change. One of the central vehicles for this is the involvement of children and pupils in their own individual programmes.

Resilience Programme – see separate info in Pastoral Lead file

Individual Education Plan and Positive Handling Plans

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

Summary

- Each child or pupil must have an up to date IEP and PHP
- The IEP and PHP are updated after a review complete with recommendations from that review.
- Pupils should be involved in the construction and evaluation of the various aspects
- Other staff should be aware of all IEPs and PHPs and may be involved in various aspects of an individual's plan.
- The IEP is no longer a requirement. However, we believe it is a useful tool to ensure the pupil is developing well.



### **CRITICAL CHALLENGING BEHAVIOUR**

There are some behaviours that can severely inhibit the school's positive ethos and philosophy. They may totally disrupt the caring and therapeutic process that on the comparatively rare occasions they occur a consistent response, albeit of retribution, and deterrence is needed.

These behaviours are:

- Violence to another child or pupil and or adults
- Deliberate damage to the building, its equipment or others possessions
- Unprovoked or premeditated bullying
- Repeated limit/rule breaking
- Behaviour within a group situation that is likely to incite negative behaviour in others



## **THE USE OF REWARDS IN POSITIVE BEHAVIOUR MANAGEMENT**

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

### **REWARDS**

Within Stannard School we have a system of points and rewards.

### **PRIMARY MODEL CLASSES**

Our Primary Model classes use a Traffic light system to visually share with pupils the staff’s view of their immediate presentation. Pupils move up and down the traffic light with ‘green’ being the area they should remain demonstrating the most positive behaviour choices.

Amber gives the pupils time to reflect and then make positive choices to move back to ‘Green’.

Red reflects very poor choices and will result in sanctions such as loss of a chosen activity or time to reflect on poor choices with staff rather than enjoy full break times.

### **SECONDARY MODEL CLASSES**

Our classes work on a point system for each lesson

0 to 5 available

0 would reflect a pupil who has made very poor choices and disrupted the learning of others on the class



1 may reflect a pupil who has made poor choices in relation to their own learning

2 may reflect a pupil who has made poor choices in relation to their own learning but has made some positive choice

3 may reflect a pupil who has made ok choices in relation to their own learning

4 may reflect a pupil who has made good choices in relation to their own learning

5 may reflect a pupil who has made excellent choices in relation to their own learning and may have gone on to complete extra work or help others in the class group

Points are shared with the pupils in the class and should never be a surprise to them

**Points lower than 3 result in time being taken from break times to complete reflection work**

#### **REWARDS:**

Different pupils respond to different rewards – these rewards are discussed in staff meetings and agreed with the head teacher and are never a ‘private reward or gift from a teacher to a pupil’

Points are collated and then are used to determine ‘reward days and activities’

#### **ADDITIONALLY**

Pupils will be able to Earn GOLDEN TIME at the end of each day.

GOLDEN TIME is between 3.00 and 3.30 each afternoon.

There will be a variety of fun activities offered.

Hints to achieve GOLDEN TIME:

Good behaviour

Respecting others





Good quality work

Positive social interaction with staff and peers

### **INTERVENTION DE-ESCALATION TECHNIQUES**

Primary and secondary prevention strategies

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

Staff know in what situations and under what circumstances a child or pupil is likely to become a behaviour management problem.

The PHP details known triggers and issues which can lead to difficulties. Inevitably, however, pupils can react in a surprising manner due to unseen internal triggers or situations from outside of school which are unknown to staff. Also, staff have different thresholds and tolerances. Moreover because of their personal differences a degree of idiosyncrasy is likely to occur. However, the management of children and pupils should not be dependent upon personal or spontaneous whims. Each child has a Positive Handling Plan.

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

Dangerous behaviour

Scapegoating

Gender invective

Racial comments

Religious intolerance

Bullying

Loss of self-control



Damage to property

Causing tension

Spreading gossip

Physical aggression

Debilitating anxiety

Self-harming behaviour

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

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

See PRICE online reminders for more detailed de-escalation approaches

See Appendix 2 Guidance on De escalation

### **CONTROL / RESTRICTIVE PHYSICAL INTERVENTION**

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

Restrictive physical intervention is usually used reactively or in an emergency and is always as a last resort. Restrictive physical intervention is used as part of a planned strategy. The



individual Positive Behaviour Plans detail the individual plan for each pupil. It may be for example part of an approach to prevent a pupil improperly absencing when it is perceived they would be at significant risk were they to do so.

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

It is each member of staff's responsibility to make an assessment of each particular circumstance. All staff have a duty of care and are responsible for safeguarding and promoting all pupils welfare. Staff will need to decide if restrictive physical intervention is appropriate, and if it is, at what level. It is not considered appropriate within Stannard School to adopt a blanket approach to the use of restrictive physical interventions exercised by staff simply because the pupils have severe social, emotional, learning and or communication difficulties. Staff will need to take, however, the following factors into consideration:

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

In considering these factors particular attention needs to be given to the age and understanding of the pupil. As a pupil grows with age and maturity, he becomes more able



to make decisions. However, competency is not only determined by age and maturity. The possible consequences of behaviour should be a significant factor in decision-making. A decision, which involves an assessment of the risk of potential harm, must not be left to a pupil to make alone and will either be a matter for negotiation, or solely the responsibility of the member of staff. The more danger that can be foreseen in a particular situation, the less likely it will be that the pupil is competent to make a decision.

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

## **DIALOGUE**

In any situation where a pupil's behaviour provokes intervention, dialogue is an essential response. It is only when this needs to be reinforced that other actions should be considered. Persuasion or Dissuasion is where staff focus the discussions with pupils with the aim of persuading them towards or dissuading them from an intended course of action. It is in effect focused guidance.

## **PHYSICAL PRESENCE**

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

- standing close by to, or in front of a pupil, and
- standing momentarily or temporarily in the way of a pupil.

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

Physical Presence must be:

- Considered appropriate in the context of a particular situation or incident;
- Used only in the context of engaging the pupil in discussion about the significance, relevance and consequences of his behaviour; and



- Ended if it is met with resistance, when a decision will need to be made whether or not another form of intervention is appropriate.

### **RESTRICTION OF ACCESS OR EXIT**

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

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

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

The use of Restriction of Access must be recorded on an Incident sheet.

### **WITHDRAWAL**

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



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

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

### **TIME-OUT**

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

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

The concept is similar to that of seclusion. Where, however, the latter’s aim is to contain an individual’s behaviour, time out is concerned with teaching the person to replace or alter a challenging behaviour with a more acceptable or manageable one. The use of time out, as a psychological strategy “should be based on a proper functional analysis rather than a spontaneous reaction to unwanted behaviour”. Failure to understand this distinction can lead to cases of abuse, that is when time out is, in practise, just another word for seclusion.

### **ONE TO ONE SUPERVISION**

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

- Only take place within the context of the usual environment and where increased staffing levels are likely to prove successful;



- Be used positively and constructively, and aimed at actively engaging the pupil; promoting his safety, welfare, and emotional stability; and returning the pupil to a less extraordinary means of management;
- Have had the approval of the senior member of staff on duty;

### **SECLUSION**

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

### **PHYSICAL DIVERSION / Supportive Contact**

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

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

Incidents are logged appropriately and are analysed by the SLT to ensure appropriate use of physical contact.



## **PHYSICAL CONTROL**

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

Physical controls in Stannard School must only be used:

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

and as a means of preventing a pupil absenting improperly if:

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

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

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

- Rarely,
- As a last resort, and
- Where any other course of action has or would be likely to fail.





Physical Control must not be used to:

- Punish
- Gain pupil's compliance with staff instruction,
- Cause or threaten hurt, and pain
- Oppress, threaten, intimidate and bully.

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

Staff in school are trained through the PRICE model of behaviour support.

The individual pupils PHP plans detail the level of intervention expected for each pupil

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

#### **Statement Regarding Injury potential and Technique Application.**

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

Trained techniques seek to avoid injury to the service user, but whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or



scratching that may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupil remains safe.

It is also recognised that staff may choose to respond with a technique from outside the PRICE framework. This does not automatically render the use of such skill or technique necessarily improper, unacceptable or unlawful. Its use must be judged on whether or not it was reasonable, proportionate and necessary in those particular contexts and circumstances.

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

- De-escalation and conflict resolution techniques must have been exhausted;
- Always warn the pupil quietly but clearly and firmly that you are likely to take physical action BEFORE taking action;
- NEVER act out of temper. If you have lost your control, the professional approach is to call another member of staff;
- The physical control techniques used should provide a gradual, graded system of response commensurate with the situation, task and individual involved. Techniques used should allow for phasing up and down as dictated by the circumstances at the time;
- Whenever possible, more than one member of staff should be involved. This engenders teamwork, requires less effort and is therefore likely to minimise the possibility of damage or injury. It also prevents particular staff becoming associated with physical methods of control;
- Where a member of staff is involved in controlling a pupil who identifies as of the opposite sex, a member of staff who identifies of the same sex as the pupil should be present from the earliest possible moment;
- The least intrusive method of control should be employed;
- In every case, no more force should be used, nor more time taken up, than is necessary to effectively resolve the situation;
- The pupil should repeatedly be offered the opportunity of exercising his own self-control and the restraint should cease as SOON AS POSSIBLE. The skilled use of non-verbal, para-verbal and verbal strategies aid de-escalation;
- Whilst it may be necessary for staff to be given support in physically controlling pupil, staff should be aware that creating an audience for a pupil often escalates the situation;



- As soon as possible after the incident the pupil should be given the opportunity to talk through the incident;
- All such incidents must be recorded on a Restrictive Physical Intervention Report. The report should consider the circumstances and justification for using physical controls; and
- Involved staff should be afforded supportive discussion as soon as possible.

### **PROCEDURE FOR PHYSICAL CONTROLS**

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

The following procedure for physical control must always be followed.

- Try to give the pupil clear warning, i.e.. "Look you're giving me no option...". Still try to offer an alternative escape route from the situation by enabling the pupil to calm down and talk things through - in fact this offer must stand all the way through the incident.
- The vast majority of crisis situations can be resolved through appropriately calm, controlled, dignified and skilled intervention.
- Once physical intervention is necessary then it is important that it happens quickly, smoothly, confidently and successfully providing the maximum amount of care, control and therapeutic support.
- The choices are: controlling the pupil in a standing position, or a seated position. Preferred strategies should be documented in an Positive Handling Plan
- It is only possible to decide which of these options to take as one's experience, expertise and knowledge of the individual pupil grows although inevitably they represent a graded increase in the extent of control used.
- Only in extreme and exceptional circumstances, where the risk to persons is so severe is so serious and extensive may staff take action leading to a decision to use physical controls being used in ground positions. These cases are so serious they must be immediately referred to the SLT and they must call on immediate police request for attendance at school. They should be attended by a member of the SLT throughout and whilst police attend the scene.



- The safety of the pupil must be the primary focus in this situation – breathing monitored and a focus at moving staff physically away to a safe distance from the pupil the main priority
- If sitting it is preferable to use an appropriate seating arrangement. This is usually on seats. However, some pupils feel the need to be ‘grounded’ and therefore feel far more comfortable sat on the floor – this is not deemed a ‘ground hold’ It is a seated hold on the floor- this should be detailed on all recording of the incident
- The situation should be in control - concentrate on this first and counselling second.
- Use ploys like: "Look this need not have happened"
- It is not unusual to meet a continuous stream of abuse, obscenities, etc. Ignore these and let them run their course. Try to be calm and talk deliberately and in a conciliatory tone. If not successful use the following; "OK, when you are calm enough we'll talk". "Tell me when you have calmed down, and we can get out of this mess".

With a particularly reticent pupil it may be possible to break through by talking to other involved colleagues, about the pupil;

e.g.. "And you know Gary's had an excellent week so far..." Or "You know I would have thought Danny would have been able to get himself out of this situation, he's normally quite sensible"

We know our pupils well. Some pupils need a period of calm, silence – this is not to ignore or cause distress but to give them time to process events and self-regulate. Periodic checks such as ‘things seem to be calming can we talk about what has happened? ‘

- Once things begin to calm it should be coupled with significant decreases in the grades of control, but this must be on staff terms and not when demanded by the pupil. If he asks sensibly and calmly to be released staff must adhere to the request but exercise caution.
- The overall aim is gradually to go back and discuss what provoked the whole episode, getting the pupil to face up to the problem and its consequences. Staff should want the pupil to realise that there was a more acceptable and appropriate way of dealing with the situation. The extent of force used should be no more than is absolutely necessary to control the situation.
- The event should be discussed with all involved staff so that feedback is achieved and the potential for improved approach, teamwork and skills gained.



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

### **GUIDANCE FOR THE USE OF GROUND RECOVERY TECHNIQUES**

Ground recovery techniques are not an agreed technique for our pupils and therefore could only be used in a situation deemed so serious that there is serious risk to the safety of pupils or staff members. If the staff members have taken the decision that there was no other option but to hold a pupil on the ground until emergency services can arrive at the site or the situation can be calmed very quickly and the pupil be returned to a much lower level physical control technique the staff must take responsibility for the safety of the pupil. As soon as possible into the ground hold an observer, a critical friend, acting as a role of guardian of the person being restrained, should be appointed to make certain that the airways are unrestricted and that the pupil is not being mistreated.

A staff member not involved in the situation must immediately get a member of the SLT to the incident.

### **POST-INCIDENT MANAGEMENT**

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



their views recorded on the SI paperwork. It is good practice to involve where possible, pupils, parents/carers, social workers and placing authorities in planning and monitoring the use of physical interventions.

### **POSITIVE HANDLING PLANS**

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

### **MONITORING THE USE OF Physical intervention**

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

- The frequency of their use
- The justification for their use
- Their nature
- Their users
- The view of children and pupils concerning them

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



- The need to use controls is minimised
- Controls are used only in the appropriate circumstances
- Only the appropriate degree of controls are used in particular situations
  - Parents/carers and social worker are informed and involved where the use of controls have taken place.

**also:**

- Take appropriate action over issues of concern of either a general or specific nature
- Ensure that the referral and admission process fully informs parents/carers of prospective children and pupils

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

## **IMPROPER ABSENCE**

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

- Absenting, whose whereabouts are known, and where circumstances suggest they are likely to be at only a low level of risk;
- Not at their proper place, whose whereabouts may or may not be known and where it is judged there is a low level of risk; and
- Missing, whose whereabouts are usually unknown, and where circumstances suggest they are likely to be at risk

## **PREVENTION OF IMPROPER ABSENCE (This is often called Truancy)**

**What is truancy?**



Truancy means missing school on a regular basis for no good reason. It is also sometimes called 'unauthorised absence'.

By law, all children who are registered at school must attend regularly. Home-educated children do not have to attend school.

Truancy is a big problem, and it's on the increase.

Children in special schools, and those on free school meals, are most likely to truant.

How it can impact on children's futures:

Truancy matters because:

Children who skip school don't do as well in tests, assessments and exams.

If a child doesn't show up for lessons, their school record will suggest to future employers that they are unreliable.

Being out of school during school hours gives a child time to kill - and research has shown that this can lead to criminal or antisocial behaviour.

Parent/ Carers, are responsible. Legally, parents/carers must ensure that children attend school - and if they don't, they could get a penalty notice (a fixed fine) or even face prosecution.

Parents and Carers are expected to:

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

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

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





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

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

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

The school will:

Register each child/ pupil as they arrive in school each day. School with endeavour to find out the reasons for absence if the parent/ carer has not phoned in to school by 10 am.

Staff will supervise all lessons, lunch and break times to minimise any issues which could lead pupils to feel anxious.

Work with parents/ carers to establish reasons for absence or a child who tries to leave site (without permission) during a school day

The staff will work with the pupil/ child/ parents/ carers to overcome any anxiety or issues leading to poor attendance.

School will liaise with external agencies in a multi-agency approach should this be beneficial in supporting the pupil in their attendance

### **Missing Preventative Measures**

- Close adult supervision
- Prompt arrival of staff to all sessions and duties
- Registration of students from arrival via transport
- Small class sizes (no more than 6) ensure staff notice pupil absence.
- Identification of higher risk students
- Regularly updated recorded details of previous missing student incidents
- Staff assigned 100% supervision role for identified students
- Response timeline – on first discovering a student is missing



- Member of staff first noticing student is missing to note the time, inform Pastoral team and perform an immediate search of the area covering the most obvious places and lasting no more than 5 minutes
- After 5 minutes, member of staff to enlist the help of Pastoral staff and widen search for a further 5 minutes
- If the student has still not been located, staff to continue search for up to 30 minutes.
- Staff should inform reception of the original time of disappearance and this should be recorded in the Missing records book.
- Reception to inform member of leadership team.

Available staff to be assigned an area to search. Staff should be deployed in pairs where possible.

Each staff team to return to reception on completing search of designated area and to be reassigned if necessary.

If, 30 minutes after the time recorded in the missing book, the student is still missing, a member of the leadership team should use 101 to inform the police, ensuring that they have informed them that the student's special needs make them a high risk student.

There are specific pupils who are at such a high level of risk that 101, parent/ carer are contacted after the initial 5 minute check (see MSI plan)

Parents/Carers should then be contacted. If applicable, social workers should also be informed.

If the student is found before the police are called, then the student can be returned to Pastoral support and talked to about the reasons for their absence. On an individual basis the decision will be made to return to class or to continue Pastoral support or to apply appropriate consequences.

If the student is located after the police have been called, parents/carers should be called in to school to collect the student who should remain under the supervision of leadership staff.

If the police locate the student, staff will need to follow the advice of officers.

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



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

Read this policy in conjunction with:

SAFEGUARDING: See Safeguarding Policy

BULLYING – See Anti - Bullying Policy

RISK ASSESSMENT – See Risk Assessment and Risk Taking Policy & Health and Safety Policy.

Whistleblowing policy