



BEHAVIOUR POLICY

We have a duty to make reasonable adjustments to environments, policies and procedures so that a behavioural difficulty does not unnecessarily restrict opportunities. The Disability Discrimination Act 2001 still applies when behaviour is the disability. Our policy follows the Department for Education's guidance on what to include in a school's behaviour policy in light of the changes introduced by the Education Act 2011 and acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with Special Educational needs. The policy has been updated to reflect the Department of Education guidance changes in autumn 2022.

This policy and associated guidance are designed to safeguard both students and staff and apply to every member of staff and any other persons having contact with our students. The Federation has high expectations relating to behaviour as part of the ethos, culture and values. See our vision statement.

Our values are linked to beliefs and attitudes and form the basis of personal and social wellbeing and development of positive communication and behaviour. By having a whole school holistic approach and positive attitude we support pupil's behaviour. The purpose of this policy is to share our agreed values and then for all to follow value driven written guidance to work together to achieve our behavioural aims supporting the Learn to Live Federation vision statement.

Developing pupils' motivation and positive attitudes to learning, as these are important predictors of attainment. Developing positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education. Ofsted Handbook

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Our values:

- **All members of the Federation community are equal and are expected to be respectful towards one another**
- **All students, staff and carers have rights which in turn bring responsibilities**
- **Behaviour is the way we act and respond to people and to situations we find ourselves in**
- **Behaviour should be understood and responded to as communication**
- **Self-esteem, self-discipline and provision will be raised by recognising and supporting individual abilities, achievements and aspirations**
- **Support to develop self-awareness, communication and safe behaviour management are essential for a pupil's well-being, development and all round safety**
- **Any action taken when supporting behaviour must be reasonable, proportionate and in the best interest of our pupils. Any use of restrictive physical intervention is only acceptable as a last resort.**

The Learn to Live Federation aims and objectives:

Access

- provide a culture of safe and supportive understanding where staff are able to recognise the difference between disruptive behaviour and the underlying triggers and factors what cause escalation. This culture ensures we see 'beyond' the incident and focus on interventions that support genuine understanding, scaffolding the student to access strategies to reduce lost learning time
- be committed to promoting the welfare of our pupils and be consistent when supporting their need for behaviour development
- maintain a pupil's dignity, personal space and respect their right to privacy
- encourage the involvement of parents and carers to support behaviour
- provide a safe, nurturing environment which encourages behaviours for effective communication and readiness to learn
- understand functions and motivations behind behaviour ensuring appropriate support can be put in place
- provide post incident support for pupils and staff to effectively debrief and reflect
- empower pupils to develop and take ownership of self-regulating strategies, which should be transferable
- promote self-awareness, social communication and role model positive relationships
- produce appropriate visual and sensory resources
- facilitate and embed pupil voice into planned support and interventions
- all classes have designated Advocacy, Diversity and Communication champions to promote best practice and high quality support
- Staff understand the systemic response to physical behaviour. We use prompts, escorts and guide and do not use highly restrictive restraints. The focus is always on how staff can support students to de-escalate themselves and take ownership of suitable strategies.

Curriculum

- ensure access to the curriculum and participation in school life is not impacted by their behaviour
- ensure the PHSE Curriculum has a focus on understand good behaviour, acceptable and unacceptable social interactions and their responsibilities as a member of the wider community
- timetables are adapted to meet the individual needs of pupils
- link behaviour plans to short- and long-term targets, have agreed outcomes and interventions inline with individual Education and Health Care Plan (EHCP)
- understand that behaviours for learning need to be cultivated
- recognise that behaviour support is needed to ensure progress within the four areas of need set out by SEND Code of Practice
- have effective means of recognising progress and celebrating pupil achievement
- effectively maintain behavioural support whilst facilitating pupil transition and whilst on or off-site education activities

Leadership

- the Senior Leadership Team are highly visible and spend time observing, completing learning walks and observing how incidents are supported. This is to ensure the realities of heightened behaviour and to safeguard students against the risk of a disproportionate physical response
- all sites have a dedicated team of staff including middle leaders who support students. They focus on targeted interventions within communication, advocacy, behaviour support strategies and emotional regulation. This team work with outside agencies to ensure that the student is being supported holistically at home as well as school. This professional team work closely with the Head of School to scrutinise data including safeguarding concerns, attendance and behaviour
- define acceptable standards of behaviour
- ensure our schools' expectations and strategies are widely known and understood
- regulate the expected conduct of persons at our schools
- have in place a range of strategies for any behaviours causing concern emphasising the importance of a highly personalised approach to meet individual needs. These are formalised into positive support plans and agreed with parents and carers
- foresee, prevent and manage risks posed by unsafe behaviour, reducing the need for restrictive physical intervention

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- to have a robust recording system (CPOMS) to monitor incidents informing current and future plans of support
- implement and review behaviour-related risk assessments, targets and intervention plans regularly or in response to a significant change or incident
- avoid limiting student access to opportunities and any use of restrictive physical intervention as far as is reasonably practicable
- share key information and provide training and supervision for employees on best practice for communication and behaviour support
- recognise and value the importance of what we say and do and how it has an impact on others
- seek additional support and liaison with outside services if needed such as Educational Psychology Service, CAMHS, Occupational Therapy, Learning Disability Team and Clinical Psychology Service
- ensure behaviour plans and interventions are reviewed and grow with the pupil whilst on their journey through school
- provide behaviour support and training to other settings through outreach provision

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We communicate our aims with our students by promoting all behaviour to be;

RESPECTFUL, RESPONSIBLE and SAFE!

Good behaviour looks like within the Federation:

<u>Respectful</u>	<u>Responsible</u>	<u>Safe</u>
<p>Looks like</p> <ul style="list-style-type: none"> ○ kind facial expressions and body language ○ personal distance ○ eye contact ○ space and time ○ signing, symbols and using communication devices ○ modelling best practice 	<p>Looks like</p> <ul style="list-style-type: none"> ○ ready to learn ○ cooperation ○ supportive ○ participation ○ focused on own learning/development ○ following direction ○ independence 	<p>Looks like</p> <ul style="list-style-type: none"> ○ hands to self / feet on floor ○ controlled movements ○ slow down ○ thinking before doing ○ proper use of resources/equipment ○ policies and procedures ○ practiced techniques
<p>Sounds like</p> <ul style="list-style-type: none"> ○ acceptance ○ interest ○ encouragement ○ calmness ○ soft tones ○ honesty ○ ‘excuse me’, ‘thank you’, ‘please’ ○ key words ○ reassurance, ‘it’s ok’ 	<p>Sounds like</p> <ul style="list-style-type: none"> ○ ‘I’m sorry’, ‘I’m proud of you’, ‘I appreciate you’, ‘I can do that’ ○ admitting mistakes ○ sharing ideas ○ asking questions ○ celebrating achievements ○ permission ○ self-discipline ○ positivity ○ taking turns 	<p>Sounds like</p> <ul style="list-style-type: none"> ○ non-threatening words ○ telling the truth ○ listening ○ ‘I trust you’, ‘I feel comfortable’ ○ sharing information sensitively ○ consistency ○ asking for help

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<p>Feels like</p> <ul style="list-style-type: none"> ○ self esteem ○ valued, important ○ understanding ○ feelings and beliefs matter ○ accessibility ○ together, not alone ○ friendly ○ help hugs, side squeeze 	<p>Feels like</p> <ul style="list-style-type: none"> ○ proactive rather than reactive ○ productive ○ participative ○ thorough ○ directed ○ control ○ proud of best effort ○ commitment 	<p>Feels like</p> <ul style="list-style-type: none"> ○ free from harm or threat of harm ○ dignity ○ privacy ○ voice is heard ○ comfortable environment ○ supportive
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Standards and expectations

At EYFS Early Years Foundation Stage, students start to understand about expected behaviours, the curriculum reflects this by supporting learning through continuous provision. The workstations offer activities where students are supported to share, wait, and listen to instructions. Throughout each Key Stage, the PHSE curriculum focuses in more detail around social and anti-social behaviour, appropriate interactions and appropriate touch. Alongside this the curriculum highlights the importance of friendship and equality. Moving through the school, our older students are taught about respecting others and British values.

It is society's expectation that good behaviour is an important outcome of the educational process. Each student's understanding, acceptance and required level of behaviour support is different; therefore, a "one size fits all" approach would be less effective than the individual interventions based on assessment of needs (in conjunction with a whole school value driven approach) that we offer.

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations to be fulfilled.

- To act and behave in such a way that does not pose a threat or cause harm to the well-being of the people around us or our environment.

- To behave in socially acceptable ways and not cause general offence by treating others with kindness, politeness and respect - recognising and understanding they have feelings and rights.

- To have and help others develop self-confidence, self-esteem and a sense of belonging in their community.

Behaviour support within the Learn to Live Federation is coordinated by The 'Communication and Decision Making Teams' (CDMT). The team's aim is to holistically support and facilitate the federation approach to behaviour as communication and will include the Advocacy, Communication and Behaviour leads as well as a Lead Teacher to support with converting strategies into evidence based targets within the classroom

- **Assessment** – functional analysis and assessment

The CDMT will undertake professional referrals, complete observations and collect evidence by involving families, staff and the student's own voice. This includes incident reports from CPOMS (Child protection online monitoring system) which has been adapted to capture data on the frequency, duration, intensity, strategies, settings, activities and differentiates between High, Medium and Low risk behaviours. This allows further evidence based discussions to identify risk reduction, triggers and what level of support is required: Universal – whole setting, Targeted – bespoke, class or group or Intensive – Sustained support to address complex behaviours which are not able to be reduced by the other categories.

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- **Intervention** – plan and implement risk reduction PROACTIVE and REACTIVE strategies

Creation of Positive Behaviour Support Plans, Relational Support Plans, use of Boxall Profiles to identify strategies, solution circles, implementing and liaising with professionals to support their recommendations, attend team meetings and facilitate student focused strategies whilst engaging the team to be consistent. Interventions based on emotional and sensory needs, communication groups. Ensure least restrictive options to reduce risk are implemented to provide safe and supportive environments.

- **Monitor** – evaluating and recording

Support the consistent good practice, supporting both a reduction in the frequency and intensity in incidents as well as updating relevant paperwork to reflect changes to support and educational needs to enable positive outcomes and targets. Liaising with staff, professionals and families, through specific and general reviews. Providing debriefs and focusing on restorative practice.

- **Structure** – clear workable framework of support

Ensure a consistent response across the Federation and sharing what good practice looks like. CDMT attending training regularly in specialisms to support the culture within the Federation. CDMT is line-managed by Senior Leaders. Clear pathways to access support and referrals.

When encouraging or supporting pupils to respond to requests and expectations and when addressing pupils behavioural needs / planning strategies, we consider the following;

- supporting the targets and aims set ensuring they are achievable and meaningful to the pupil
- positive behavioural improvements may involve a long process of development but recognition of any small steps towards positive behaviour is consistent
- their chronological, developmental and emotional age
- any relevant medical conditions
- understanding of the behaviour function and intensity, how this may be habitual for the student
- support is considerate to student background and current life experiences, with trauma informed approaches in place if relevant
- managing unsafe or concerning behaviour does not overshadow promoting positive behaviour or unnecessarily impede opportunities
- the pupil's voice is heard by understanding and evaluating what is driving their behaviour
- who needs to add input to plans and be involved with implementing expectations and providing support, how this may look different in various settings
- any physical support works in conjunction with Manual Handling advice and guidance provided by professionals (particularly involving Advocacy, Speech and Language Therapy, Occupational

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Therapy, Learning Disability Team). We ensure that the approach and support given is child centred

Rights and Responsibilities of students

All students are entitled to be and feel safe:

- by being valued and respected by staff members
- being within a teaching and learning environment which is supportive and where students efforts and developments are nurtured through recognition, encouragement and celebrated
- within an environment which recognises and supports their intellectual, physical, emotional and social needs
- as part of a school community which recognises rights and responsibilities and where best interests are paramount
- by expressing their feelings and being heard in an open, honest and courteous way
- through recognising that their right to safety is upheld by others and in turn that they have a responsibility for others safety

Personal Privacy, dignity and independence

Personal space is defined as the distance from a person at which one feels comfortable when talking to or being next to that person. As a general guide, the movable boundary of person's personal space is signified by the end of the fingertips of an outstretched arm. All staff are trained in positioning themselves effectively whilst understanding safe space and distances from one another for their own safety and that of others. During this training, staff learn how to model and promote safe space to others. Appropriate positioning outside of personal space can provide emotional safety as well as physical safety whilst reducing feelings of intrusion and risk of injury.

Students can expect that their 'personal space' is respected and left undisturbed and free from intrusion or public attention. Aside from planned, cooperative, necessary physical guidance and support from staff e.g. for mobility reasons or personal care, there may be occasions when it is necessary to enter a student's personal space quickly and reactively. Should staff make the judgement that they must step into a student's personal space in order to protect themselves or others, staff are trained to follow plans, use agreed safety techniques and physical interventions.

Clear communication is essential with all involved, at all times, as to why close proximity and contact is necessary whilst promoting the student's independence throughout staff practice. Staff will have full regard for the Federation's Safe Touch Policy.

Any physical contact to support behaviour will be based upon risk and will be the least intrusive it can be, maximum care to be provided throughout, taking all personal factors into consideration. Individual personal and physical factors are highlighted on Student's Individual Risk Assessment held on Student's Individual Transition Files and Staff Member's Risk Assessments held within Human Resources Department.

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Bullying

Bullying is a form of unacceptable behaviour. Bullying is defined as persistent and targeted behaviour towards a peer with the intent of causing harm and/or distress. Bullying may take place away from the direct supervision of adults and can cause significant distress to the victim and long-term damage to their well-being. We instill in all staff and students that all students have a basic right to receive their education free from any humiliation, oppression and abuse.

It is imperative that students are confident in the knowledge they will be protected from bullying, staff awareness and vigilant practice ensures that bullying within our school is minimal and continues to be well managed. Students are guided to recognise that bullying is not accepted and equipped with strategies to signify any occurrence of bullying. Any incident of bullying is recorded onto CPOMS and responded to efficiently. For further information, refer to the Federation's Bullying Policy.

Child on child sexual abuse

Staff receive training on how to spot and respond to child on child sexual abuse. Parents have access to workshops on online safety which also covers cyber bullying.

Continuing professional development and good practice

No discrimination or favourable treatment towards an individual will occur.

Members of staff are mindful of their duty of care toward all students.

Employees at the Learn to Live Federation are trained during their induction programme, attend regular refreshers and workshops offering ongoing support in behaviour by in-house Tutors in Team Teach - "providing training for child and adult services in positive behavioural strategies, designed to reduce anxiety, risk and restraint."

Employees are also offered and encouraged to participate in additional training programmes with regard to supporting behaviour such as Autism Awareness, Positive Listening and Debriefing, Teacch, Sensory Processing and Intensive Interaction, alongside various communication courses.

Staff members attend advocacy training and are facilitators ensuring student voice is embedded within their practice, debriefs and planning of any behaviour support.

Staff training records are kept on Central Resources, within the Behaviour Support office and in the Training Co-ordinators office.

Whole setting behaviour support development plans

Alongside the Communication and Decision Making Team (CDMT), the Behaviour Support Co-ordinators at Ellen Tinkham School, College and Bidwell Brook School will implement designated actions as set by the federation development plan. This includes improvements for intervention and behaviour support within the federation to ensure best proactive practice.

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We promote preferred behaviours by:

- teaching readiness to learn and safe ways to communicate
- consistently role modelling and using communication strategies to support students to have a voice which reduces the need for behaviours including Makaton, Now/Next, Communication boards, technology
- accepting dysregulation as a cue to check basic support for physiological needs are in place
- providing a toolbox of accessible independent and co-regulation strategies within the classroom and for transferable use
- focusing praise so that the individual understands the nature of the praise and has time to process
- ensuring that recognition and rewards are immediate and meaningful for the pupil
- celebrating achievements and positive responses (e.g. offering rewards, sharing with peers and parents / carers, special mention assemblies, prize giving)
- keeping in contact with home / school diaries, parents evenings, annual reviews
- supporting and advocating the school rules identified and set together with the school pupil council
- boosting moral and positive relations
- structuring and adapting the environment and tasks presented to ensure success
- facilitating access to designated spaces with alerting, calming and organising activities and equipment
- providing focus and drama groups to allow practice and understanding Advocacy and PSHE topic areas e.g. emotional awareness
- endeavouring to give each individual the appropriate information about their day and expectations upon them (e.g. visual timetables, now and next cards, sand timers)
- allocating jobs and responsibilities (collecting registers, preparing drinks, giving out resources)
- recognising and understanding what makes a 'good day' and what makes a 'bad day' for individuals (Listen to Me booklets)
- facilitating and developing effective personal decision-making skills
- understanding some individuals can find a structured environment overwhelming
- capturing and the upkeep of key information relating to a student's behaviour and communication in core documents familiar to all supporting staff
- Developing coping and sensory regulation strategies for students

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- Providing suitable areas like the Hub provision to build in targeted interventions

We support behaviours causing concern by:

- looking for, understanding and remedying physical reasons for the behaviour (e.g. health reasons, communication difficulties)
- proactively discouraging and redirecting persistent student behaviour that distracts / disrupts others or that escalates a calm learning environment
- reframing certain behaviours from students who seek to gain attention and/or negative responses from others by ensuring their attachment needs are being met and they are able to connect and coregulate with a suitable adult or peer
- reducing anxiety levels, building resilience and offering replacement behaviours through use of consistent reactions and responses, structured programmes and tailored interventions (e.g. familiar staff, sensory input, Occupational Therapy, outdoor education, rural skills, swimming, music, movement, play sessions, aromatherapy sessions)
- maintaining effective working documents (e.g. Individual Core Documents, Communication Charts and Positive Support Plans in collaboration with outside agencies where involved)
- recognising motivators and removing triggers or providing coping strategies
- redirecting to other activities, a more suited time of day or environment
- modelling preferred behaviours and safe social communication
- reviewing and ensuring any proactive strategies (e.g. tick charts, working towards cards) in place are meaningful and consistent
- setting meaningful boundaries and consequences for behaviour
- changing face to save face (keeping staff fresh, motivated and informed whilst sharing good practice)
- keeping parents informed of behaviours that may have occurred and any action taken or plans to be taken
- clear, confident verbal prompts as cues and reminders (promoting what is expected) “Sam, walking” as opposed to “stop running!”
- physical prompts and guides to redirect, encourage movement, promote independence, including hand over hand support, offering a hand/arm to hold/link, Caring C (Team Teach) shape hand just above elbow to guide/support
- providing a range of de-escalation tactics and sensory strategies to reduce unregulated behaviour
- carrying out dynamic risk assessments to decide the best course of action
- monitoring, recording, reporting, debriefing and evaluating behaviours causing concern and/or behavioural incidents

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- producing, implementing and reviewing individual plans specific to behaviour support and interventions

Significant student behaviour that is perceived as inappropriate and/or unsafe causing disruption and risk:

- presenting an actual or likely risk of harm and/or injury to others, themselves and/or animals. Harm could be emotionally or physically, threatening or non-threatening
- significant attempts to damage or actual damage to property or the environment
- being socially unacceptable; likely to compromise the students individual and school's social integration and public integrity e.g. threatening members of public or intense culturally abnormal behaviours
- impacting consistently upon student learning and opportunities
- committing an offence

These behaviours will be fully supported through planned gradual and graded support. The level of support given will aim to discourage, redirect, reduce, replace or eliminate the unwanted behaviours. If responding to an unforeseen occurrence of behaviour, a dynamic risk assessment will be conducted and the support will be based upon the risk presented. Whilst offsite and for any visitors, staff members are requested ensure their identification is visible at all times and provide members of the public with information cards giving details of how to contact the school should they raise any question or concern regarding student behaviour and support.

Behaviour monitoring and analysis

In order to effectively report and monitor student behaviour, it is the expectation that all staff members receive training and regularly access the recording system of CPOMS (Child Protection Online Monitoring and Safeguarding system). Monitoring relies on good input, recording of incidents with and without RPI into a database as well as capturing changes in student behaviour and their responses to support. This includes low risk behaviours causing concern, such as subtle changes in usual presentation.

Behaviour monitoring feeds into our holistic person centred support. Links and patterns are contextualised within a CPOMS chronology in order to respond to behaviour in line with our ethos. CDMT work with class based staff to use the reporting system effectively and offer debriefs as part of reflective practice. CDMT and the Senior Leadership Team analyse data alongside qualitative reviews to reflect on team efficiency and identify training needs.

Strategic monitoring of trends over time minimise incidents involving RPI and develop student readiness to learn. This can be seen as 'green time/stage' on a student's behaviour support plan. Green stage is indicative of presenting optimal behaviour for learning and reflects a student communicating they are calm, regulated and happy. Learning evidence is captured and collated at this stage usually through the app 'Evidence for Learning'.

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At a leadership level, trends can be responded to as a key stage or whole setting and continually inform policy and practice.

Use of reasonable force - key points – In line with Team Teach Training

At the Learn to Live Federation we continually strive to create a calm communicative environment that minimises the risk of incidents arising that may require the use of force.

The term “reasonable force” covers a broad range of actions used by most teaching staff at some point in their career that involves a degree of physical contact with pupils.

- *Schools have a legal power to use force and lawful use of this power will provide a defence to any related criminal prosecution or other legal action*
- *Suspension should not be an automatic response when a member of staff has been accused of using excessive force*
- *Senior school leaders should support their staff when there has been a necessity to use this power.*

Law is clear that the Governing Body has a responsibility to all concerned to support any member of staff who as a last resort uses reasonable force in accordance with Law, guidance and this policy.

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- Commit a criminal offence;
- Cause personal injury to themselves or another;
- Cause damage to property belonging to them or another, including the school;
- Any behaviour prejudicing the maintenance of good order and discipline in the school.

Should any behaviour escalate, to a level where it presents a significant risk of harm to themselves, others or the environment, staff should use their professional judgement and training to assess the best course of action to take. If a new / unforeseen behaviour presents posing a high level of risk, emergency action should be taken that is necessary, reasonable and proportionate. Following the incident, reports should be completed so a plan addressing what is now a foreseeable risk can be produced. Any injuries sustained should be reported to the Health and Safety Officer via CPOMS who will advise on whether any further action needs to be taken, dependent on who sustained injuries and what injuries were received, any follow up treatment that was sought and if any other further persons should be notified. All staff have a duty to ensure incidents are reported and recorded accurately on CPOMS, with all injuries clearly identified including the use of body maps if necessary for themselves, the pupils and any other person who may have been involved.

Using the Team Teach methods taught, an RPI (Restrictive Physical Intervention) may be used:

- as an agreed behaviour support planned response

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- when a significant concerning behaviour posing a risk has occurred and all other de-escalation / reactive strategies have been unsuccessful
- in a crisis management emergency situation

Staff will use gradual and graded physical responses, minimum force possible for the minimum period of time and continue to use de-escalation techniques.

Following an incident involving the use of a RPI, reporting and recording must take place when safe to do so. Staff must ensure monitoring/frequency charts are completed (if the RPI formed part of an agreed planned response). If the RPI used was not part of a pupil's behaviour related plan or in any way differs from the planned response, the incident must be recorded onto CPOMS as soon as possible, with all staff who were involved in the use of the RPI alerted so that they can agree to what has been recorded or write their own account of the incident and support given.

Working realities:

Whilst some physical injury potential can be reduced, there always remains some risk when two or more people engage and force is used to protect, release or restrain.

“Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable side effect of ensuring the service user remains safe”. (George Matthews – Founder)

This statement reflects the working realities and likely consequences when individuals are involved in an incident involving use of force.

When managing behaviour, the Learn to Live Federation will not condone the following;

- any use of sanctions that humiliate or are degrading to a person, those that have a negative effect on emotional health and well-being or impact their human rights
- any intervention which does not allow for communication and advocacy
- unnecessary or unreasonable physical restraint by way of control and empowerment
- forcing/placing a pupil against their will into an isolated area, leaving them unsupervised and unable to exit by means of locking doors and/or use of unnecessary force
- corporal punishment of any kind

Environmental access and resources – taking into consideration Deprivation of Liberty Safeguards

The school has a range of resources and areas to support and engage students in positive learning opportunities. We promote their independence and resilience through self-awareness and regulation. These include; outdoor learning and play areas, a multi-sensory hub, a physical sensory circuit room, sensory pathways and resources/equipment associated with communication, music and technology facilities. All resources and areas must be used in accordance with appropriate plans including risk assessments and legal guidance with particular reference to guidance on time out and targeted interventions in a bespoke learning environment. The following are specifically highlighted:

- Within the school classroom doors for younger children and students who are a flight risk as assessed by their individual risk assessment may have high/ double handles or swiped entry. To ensure access is not unduly restricted, these areas undergo regular accessibility reviews and display an 'Ensuring Access' dynamic checklist.
- Rooms/areas not suitable for open access to children e.g. food technology room, Teacher's work room, cleaning cupboards, offices, staffroom, and exit doors are clearly labelled and have locks or fob/coded entry keypads. This is to prevent risk of harm and to maintain the school's duty of care. Children are supervised at all times.

Skills for regulating behaviour are intended and implemented as transferable and accessible at all times. If a student should need to use a different space to access their strategies, there are designated rooms and areas to support positive behaviour and specifically provide for students that voice/show that need time and space away from triggers including physical contact. These areas are designed to allow children who are in a heightened state and experiencing challenging behaviour with reduced communication skills to access an environment with minimal distraction and reduced multi-sensory input if needed. The space may need to be minimally resourced at the time and are flexible in purpose. When in use the rooms are well supervised at all times. Use of the space is based on risk and other students may be asked to leave so that full de-escalation support can be offered. Staff must ensure that they are clear on the guidance of the law for time-out and seclusion.

Seclusion / isolation rooms

The Learn to Live Federation does not have a policy that allows disruptive pupils to be placed in an area away from others for any length of time, in what are often referred to as seclusion or isolation rooms. We do have sufficient evidence to suggest such interventions would be supportive to our pupils as part of a planned response. Should seclusion ever be used in an extreme emergency situation (where all plans, protocols and strategies have failed), staff must report their actions immediately to Senior Leader and follow the protocol for Use of a Restrictive Physical Intervention guidance by recording the incident in full on CPOMS.

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We encourage all staff members and the schools community to access and familiarise themselves to this and other policies by means of the Central Resource Library on the schools server or Ellen Tinkham School or Bidwell Brook website: www.ellentinkham.devon.sch.uk and www.bidwellbrook.devon.sch.uk

Staff should have full regard for the;

1. Devon County Council Model Policy on Physical Contact with Pupils (April 2000)
2. Devon County Council Policy for Setting the Standards of Acceptable Behaviour (May 2010) as adopted by the federation.

This policy will cross reference to related federation policies and protocols:

Bullying Prevention Policy

Safeguarding Policy

Manual Handling

Health and Safety

Intimate Care Policy and Guidelines

Behaviour Support - Closing/holding the door protocol

Protocol for Use of Restrictive Physical Intervention

Safe Touch Policy

Legislation and guidance relating to this policy:

- DFE Guidance on the Use of Restrictive Interventions for Pupils with Severe Behavioural Difficulties (2003)
- DFE Guidance on the Use of Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
- DFE & DHSC Guidance on Reducing the need for restraint and restrictive intervention (2018)
- DFE Use of Reasonable Force (2013)
- Education Act 1996, updated 2011

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- DFE Behaviour and Discipline in schools. Advice for head teachers and school staff – July 2013, updated January 2016

Useful contacts:

Team Teach Website: www.teamteach.co.uk

Link to Searching Guidance: www.education.gov.uk/schools/pupilsupport/behaviour

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