



POSITIVE BEHAVIOUR POLICY

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1. Policy Objectives

This policy and associated guidance are designed to safeguard both students and staff. It applies to every member of staff and any other persons having contact with our students under the Federation's supervision. The Federation has high expectations relating to behaviour as part of the ethos, culture and values.

This policy aims to:

- Provide guidance to class teams, parents and carers, governors and other stakeholder on how to support our learners to self-regulate, communicate safely, manage their behaviour and feel safe so that they are ready to learn;
- Create a positive culture that promotes safe and responsible behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment;
- Establish a consistent whole-school approach to maintaining high standards of behaviour that reflect the values of the Federation;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

Use of reasonable force in schools:

- [Supporting pupils with medical conditions at school](#)

It is also based on the:

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils;
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property;
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

3. Policy Aims

At the Learn to Live Federation, we uphold a positive and respectful attitude towards children and young people, parents and staff. We believe that:

- 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.

Our support for behaviour intends to:

- Promote positive self-esteem and to encourage self-advocacy;
- Recognise and celebrate positive behaviour;
- Set clear and consistent boundaries which allow students to understand and support their own behaviour;
- Equip pupils with the skills to understand their own behaviour, and eventually be able to problem solve and manage difficult situations. This will enable pupils to access different environments and be fully included;
- Enable each student to maximise their independence in preparation for adult life;
- Develop empathy and respect for self and others.

4. Philosophy

The term behaviour support is used in this document as opposed to behaviour management, as it implies the need to consider all aspects of each student's behaviour, rather than just those identified as problem or difficult. Passive, non-assertive behaviours restrict a student's independence and learning as much as those which are perceived as being 'problem' behaviours. Challenging behaviour serves a necessary purpose for an individual, as it is largely learning through a history of interactions between persons and their environment.

Sanctions will not be used as our predominant means of supporting a student's behaviour. This does not however preclude the use of appropriate consequences in order to make students aware there are repercussions for unsafe or inappropriate behaviour. However, disciplinary decisions must always be made to take into account the abilities and needs of the individual. Sanctions and consequences require the student to understand exactly what they have done, the long-term effects and immediate effect on others requiring Theory of Mind.

Multi-Disciplinary Positive Behaviour Support Plans (hereafter referred to as PBSPs) and Federation Positive Support Plans (hereafter referred to as PSPs) (Appendix 1) must operate in the context of a curriculum. The curriculum should strive to provide an instructional context within which a student performs motivating, rewarding, functional and age-appropriate acts in a variety of natural domestic, vocational, recreational and community settings.

Federation PSPs can only be effective if staff have ownership of them. As such, class teams will be involved in their development and implementations; with regular recording and analysis of behaviour to inform a continual review of practice. All staff must be fully informed of relevant procedures in order to ensure continuity across all settings and training must be available to meet staff development needs.

Wherever possible, students should be involved in the development and implementation of their positive support plans. Positive expectations have a positive effect on the behaviour of others. Every student is of equal value and deserving of the same respect.

5. Working in Partnership with Families

We understand the importance of working in collaboration with families to support their child's academic and spiritual, moral, social and cultural development. Open, two-way dialogue is encouraged through telephone conversations, written communication via the Home:School Diary, communication by email, use of Evidence for Learning and regular face to face meetings. This facilitates proactive support for families in agreeing and implementing agreed strategies to support behavioural, communication, social, and emotional issues. When behaviour is causing concern, we follow a progressive process:

- Regular communication with families that discusses changes or escalation in behaviour;
- Tracking and analysing behaviour recording on CPOMS;
- Consultation between class teams and CDMT Lead teacher;
- Positive Support Plan and Relational Support Plan pathway begins (Appendix 2 and 3); with regular recording and analysis to inform a continual review of practice with input and guidance from parents/carers and the student if appropriate.

This process allows for multidisciplinary input where appropriate.

6. Roles and Responsibilities

6.1 The Governing Body

The governing body is responsible for:

- Reviewing this behaviour policy in conjunction with the Executive Head;
- Monitoring the policy's effectiveness;
- Holding the Executive Head to account for its implementation.

6.2 The Executive Head

The Executive Head is responsible for:

- Reviewing this policy in conjunction with the governing body;
- Approving this policy;
- Ensuring that the school environment encourages positive behaviour;
- Ensuring that staff deal effectively with poor behaviour;
- Monitoring that the policy is implemented by staff consistently with all groups of pupils;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully;

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary;
- Ensuring that the data from CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

6.3 Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils;
- Establishing and maintaining clear boundaries of acceptable pupil behaviour;
- Implementing the behaviour policy consistently;
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils;
- Modelling expected behaviour and positive relationships;
- Providing a personalised approach to the specific needs of particular pupils;
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations;
- Recording behaviour incidents promptly;
- Challenging and supporting pupils to meet the school's expectations;
- Work with families and other agencies to ensure a consistent approach to behaviour is utilised in all settings.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

6.4 Parents and Carers

Parents and carers, where possible, should:

- Get to know the Federation Positive Behaviour Policy;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly;
- Work with their child's school following concerns raised with regards to behaviour ie attending reviews of specific behaviour interventions;
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school;
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the federation policy, and working in collaboration with them.

6.5 Pupils

Pupils have rights to:

- Be valued and respected by staff members;
- Have their right to safety is upheld by others;
- Be within a teaching and learning environment where they are safe from harm from peers;
- Have their efforts and developments nurtured through recognition, encouragement and celebration;
- Be in an environment which recognises and supports their intellectual, physical, emotional and social needs;

- Be part of a school community which recognises rights and responsibilities and where best interests are paramount;
- Express their feelings and be heard in an open, honest and courteous way;
- Have their dignity and right to privacy maintain at times of dysregulation and crisis.

Pupils are taught to be responsible for their behaviour. We teach that good behaviour is respectful, responsible and safe:

RESPECTFUL, RESPONSIBLE and SAFE!

RESPECTFUL	RESPONSIBLE	SAFE
<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
<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

Pupils are supported in these rights and responsibilities by:

- Key routines, rules and the expected standard of behaviour being presented to students in an accessible format, including the use of visuals;
- Personalised support, including the use of visuals, that ensure students are able to understand and meet the expected standard of safe and responsible behaviour;
- Adults modelling expected behaviour at all times;
- High Quality Positive Behaviour Support training for all staff;
- Developing an understanding of the school's behaviour policy and wider culture the PSHE and Communication curriculum.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

7. Cultivating safe, respectful and responsible behaviour

7.1 School Curriculum

When implementing a Positive Behaviour Policy, the curriculum acts as a useful vehicle to impart and reinforce the principles of safe, respectful and responsible behaviour. We strive to ensure access to the curriculum and participation in school life is not impacted by their behaviour.

Through our curriculum we will ensure:

- the PSHE 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;
- all pupils have an effective communication pathway that is understood and documented;
- behaviour plans are linked to short- and long-term targets (derived from individuals EHCP) and have agreed outcomes;
- pupils access interventions in line with their Education and Health Care Plan (EHCP);
- pupils have effective means of recognising progress and celebrating pupil achievement.

7.2 A Relational Approach

Relationships are a key part of our behaviour support for all pupils, but particularly those with Social, Emotional and Mental Health difficulties. Previous or current Adverse Childhood Experiences (hereafter referred to as ACEs) can have a significant impact on a pupil's development, wellbeing and ability to regulate.

Within attuned relationships with staff, pupils can have positive experiences of connection, protection, being understood and being cared for. This is vital for development of regulated behaviour responses and requires the implementation of the Relational Practice Pathway.

'Connection before correction' is an essential part of a relational approach to support pupils and ensure that pupils feel safe and regulated while working to understand their emotions and responses.

7.3 Promoting Preferred Behaviours

At the Learn to Live Federation, we ensure our environment, relationships and approach place emphasis on developing, nurturing and teaching preferred behaviour, rather than focusing on sanctioning inappropriate or unsafe behaviours. We take a proactive approach to promoting preferred behaviour by:

- Embedding individual communication strategies within a total communication environment;
- Using dysregulation as a cue to identify unmet needs;
- Providing a toolbox of regulation strategies that can be accessed with increasing independence as the student develops understanding;
- Recognising where behaviour indicates a relational need and implementing an RSP where appropriate;
- Providing suitable spaces of specific and targeted interventions;
- Recording key information related to behaviour and communication in core documents so staff can be familiar with strategies;
- Utilising full range of de-escalation strategies taught during CPD and Team Teach Training.

7.4 Rewards and Consequences: Rewards

High expectation of behaviour are upheld at all times, by all staff, to ensure that pupils are able to learn. Rewards and consequences are important tools in teaching pupils how to behave in a safe, respectful and responsible manner.

At the Learn to Live Federation we use rewards for two reasons:

- To positively reinforce new learning of safe, responsible and respectful communication and regulation strategies;
- To celebrate achievements at events such as Assembly, Sports day and End of Term celebrations.

Rewards will be used to help motivate pupils to learn new strategies for managing their behaviour and use these independently. Adults will also use verbal praise to draw attention to new learning and to build positive associations with safe, responsible and respectful behaviours.

Examples of positive reinforcers used to do this may include:

- Now/Next strategies, meaningful to the individual and instant;
- Verbal praise and encouragement;
- 'Working towards' strategies.

Rewards relating to the celebration may include:

- Star of the week;
- Star of the day;
- Postcards home;
- Stickers.

Once a reward has been given **it must not be taken away**. Rewards are used as the result of achievement and will not be used as sanctions. However, there may be time limitations placed on them.

7.5 Rewards and Consequences: Consequences

There are some occasions when it is in the best interests of the pupil, to apply consequences to behaviour. Staff will assess whether students are aware that their behaviour is not safe, responsible or respectful, and whether the behaviour is within the students control, before a consequence is applied. Consequences will be used sparingly, sensitively and after due care and consideration. 'Connection before correction' should be upheld at all times.

The use of consequences should be characterised by certain features:

- **It must be developmentally appropriate;**
- It must be made clear why the consequence is being applied. It should be the negative choice/behaviour that is worked through, never that pupil is labelled in a negative way;
- It must be made clear what changes in behaviour are required to avoid future consequences, and that these changes are understood by and in control of the pupil;
- Wherever possible, warnings/alternative strategies should be offered during an incident to support a pupil to make a different choice, change their behaviour for the better and avoid the consequence;
- Pupils should be supported in both post-incident work around positive and negative choices, and the impact of their decisions;
- Wherever possible, consequences should be natural consequence linked to the actual behaviour in the moment ie if a pupil throws a drink – clearing up the spillage is a natural consequence. The focus should be on helping a pupil understand the consequence, not forcing compliance;
- Consequences should be implemented when a pupil is ready to learn from them and not before;
- Consequence should not be relational or impact of student/staff relationships – ie withdrawal of warmth or connection intended to punish or convey anger;
- Consequences should not interrupt the basic needs, regulation needs or relational needs of a pupil ie not stopping children from going to the toilet or accessing a drink.

7.6 Prohibited Sanctions

This are non-negotiables and use of these sanctions will result in disciplinary action.

- Corporal punishment, including rough handling. **This is illegal;**
- Withholding of basic needs such as warmth and appropriate clothing, access to food and drink or the toilet;
- Withholding regulation strategies or strategies;
- Locking (by use of maglocks, top handles or other forms of locks) of a student in a room alone, or outside of a room alone (ie in a courtyard). **This is seclusion;**
- Forcing a pupil to spend time alone against their will. **This is seclusion;**
- Inappropriate use of voice or tone, including shouting;
- Use of language that demeans, humiliates or intimidates the student;
- Any action that demeans, humiliates or intimidates a student, ie making them sit facing a wall;
- Putting students out of supervision when they are dysregulated, upset or as a punishment;
- Withdrawal of relationship or relational isolation.

7.7 Seclusion

Seclusion is forcing someone to spend time alone against their will. The Learn to Live Federation does not have the statutory right to use seclusion as a planned response.

Only in exceptional circumstances, where the risk presented is extreme and unexpected and there is no safer alternative, should staff use seclusion for the minimum amount of time while waiting for support. Senior Leadership Team must be informed and involved in a review meeting to plan alternative strategies to ensure no further use of seclusion.

8. Specific Forms of Unacceptable Behaviour

8.1 Bullying

Bullying is defined as **persistent and targeted behaviour towards a peer with the intent of causing harm and/or distress**. Key characteristics of bullying are behaviour that:

- Is intended to deliberately hurt another;
- Is repeated, often over a period of time;
- Is difficult for those who are bullied to defend themselves;
- Depends on an imbalance of power.

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 wellbeing.

Bullying can take many forms, the most common are:

- Physical (hitting, kicking, taking belongings, money extortion);
- Verbal – name calling, insulting or racist remarks;
- Indirect – spreading unpleasant stories, exclusion from social groups.

We uphold the basic right of all pupils to receive their education free from any humiliation, oppression and abuse.

There are a number of reasons that bullying must be dealt with. These include:

- The safety and happiness of pupils;
- Educational achievement;
- Providing a model for appropriate behaviour;
- To maintain our reputation as effective, caring schools.

It is imperative that students are confident in the knowledge they will be protected from bullying. Parents should feel reassured that the Learn to Live Federation will demonstrate through policy and action that it will respond positively and effectively to bullying.

In cases where there is persistent and targeted behaviour from one pupil to another, Risk Reduction procedure will be enacted (Appendix 4).

8.2 Online Misbehaviour

The school can run behaviour interventions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil;
- It could have repercussions for the orderly running of the school;
- It adversely affects the reputation of the school;
- The pupil is identifiable as a member of the school.

8.3 Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate;
- Considered;
- Supportive;
- Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report;
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally;
 - Refer to early help;
 - Refer to children's social care;
 - Report to the police.

Please refer to our child protection and safeguarding policy for more information.

8.4 Behaviour that poses a Serious Risk of Harm to Self, Others or Environment

The Federation will ensure that pupils and staff remain safe from the serious risk of significant harm to themselves, others and the environment. This is because when incidents that pose a serious risk of harm are sustained, they pose a **significant risk** of:

- Serious injury to pupils;
- Serious injury to staff;
- Serious impact on physical and emotional safety of pupils who witness their others being harmed, which in turn impacts on pupil wellbeing and progress;
- Significant and persistent impact on the learning environment which in turn impacts on pupil wellbeing and progress.

In response to these incidents, where environment allows, a pupil may be given the use of a safe space. A safe space is a low stimulus environment where a pupil can take time to safely regulate under the close supervision of an adult, away from other pupils.

8.5 Unsafe Behaviour Off-Site

Considerations will need to be made where a pupil has behaved unsafely when taking part in any school-organised or school-related activity (eg school trips or disrespectfully towards a member of the public).

Where behaviour could adversely affect the reputation of the school, member of the public can be given contact details for the school for further explanation of our cohort and needs of pupils.

In the case of unsafe behaviour that poses a threat to themselves, another pupil or member of the public when off site, trips and visits made need to be placed on pause while risk assessments are modified.

8.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection & Safeguarding Policy for more information.

9. The Use of Restrictive Physical Intervention

In order to maintain a safe environment for all pupils, there may be occasions when despite all the best efforts of staff there is no alternative than to physically intervene with young people to ensure their safety or the safety of others. We will only use force as a last resort. The use of any restrictive physical intervention at the Learn to Live Federation is taken very seriously.

As a proactive, preventive measure all staff will be skilled in the following areas:

- building effective relationships and promoting positive behaviour;
- creating positive learning environments;
- utilizing a wide range of techniques in the management of a class environment;
- implementing de-escalation techniques in response to the early warning signs of dysregulation.

Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force.

9.1 Defining Non-Restrictive and Restrictive Practices

At the Learn to Live Federation, we believe in the use of positive touch to interact with, praise, nurture and comfort pupils to communicate to them that staff care. Physical contact only becomes restrictive when used to stop a pupil from doing something they are intent on doing, that could cause actual or potential harm to themselves or others, or serious damage to property.

The context and reason for making contact and the level of compliance from the pupil determines whether or not the intervention is restraint. There are three types of physical contact between a member of staff and a pupil:

- Physical Contact - There are many situations in which physical contact occurs between staff and pupils eg communication, praise, PE, physio, intimate care support, Sensory Circuits, Intensive Interaction, or to comfort a pupil in distress;
- Physical Intervention / Physical Prompt - This may be used to divert a pupil from a disruptive or destructive action, for example guiding or leading a pupil by the hand, arm or shoulder, with little or no force. The pupil is compliant to the support or guidance given, and it should be both the pupil's and staff's perception and understanding that the pupil can choose to let go or break away from the contact should they wish to;
- Restrictive Physical Intervention / Restraint - This should be the last resort in response to pupil behaviour. It involves the use of reasonable force when there is an immediate risk to the pupil themselves, others, or a significant risk of damage to property. All such incidents must be recorded and stored in an accessible way;
- Restriction of access - Restraint does not only take place when staff physically hold a pupil. Use of furniture in a room eg to stop a pupil leaving from behind a table, mechanical restraints such as straps and splints used in the wrong context and use of the environment such as closed and locked doors, thumb locks and top handles to contain a pupil against their will, are all examples of restrictive practice. It is vital that all forms of restrictive practice (based on the context, reason and the level of compliance from the pupil) are robustly recognised, recorded and regularly reviewed.

9.2 Training for Restrictive Physical Intervention

All teachers, teaching assistants and pupil-facing support staff are trained, regularly updated and authorised in using techniques to prevent a student from harming themselves or others from seriously damaging property. In all cases physical intervention will only be used when all other methods have been exhausted.

Staff access an accredited programme of Physical Intervention training known as Team Teach training. The Team model focuses on effective des-escalation and trains physical techniques to be used a last resort.

The physical techniques taught on Team Teach course can only be carried out by trained staff. It must only be used when the pupil is:

- Presenting with such physical risks as self-injury or placing themselves at risk of injuring others;
- Causing significant damage to property, including that belonging to the pupil;
- Committing a criminal offence (even if the pupil is below the age of criminal responsibility).

The use of restrictive physical interventions must be recorded in the incident report on CPOMS. The duration and type of restraint and by which staff and in what position must be clearly recorded.

All incidents must be reported to parents and carers **on the same day by telephone**. A detailed record of the phone call is kept with the incident report on CPOMS.

9.3 Working Realities

Team Teach techniques seek to avoid injury to the pupil, 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 and infrequent "side-effect" of ensuring that the pupil remains safe.

Injuries should be reported on CPOMS and parents/carers informed by Class teacher as soon as practically possible.

10. The Use of Reasonable Force

10.1 The Law and Reasonable Force

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from or stop them continuing:

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil); or,
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

No legal definition of reasonable force exists, however for the purpose of this policy and the implementation of it at the Learn to Live Federation:

- Restrictive Physical Intervention uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property;
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual presenting risks, and the nature of the harm they might cause.

10.2 Authorisation to use Reasonable Force

Staff are authorised to use Reasonable Force under Section 93 of the Education and Inspection Act (2006) and subsequent guidance published by the DfE in September 2022 entitled 'Behaviour and Discipline in Schools – Advice for Head Teachers and School Staff'. The Executive Head is empowered to authorise members of her staff to use reasonable force.

At the Learn to Live Federation, the Executive Head has empowered the following members of staff from the following roles to use reasonable force, in line with their Team Teach training:

- Teachers, Teaching Assistants, any member of staff who has charge of, or is supporting, pupils in given lessons or circumstances have permanent authorisation (for the duration of their active training certification, and in line with the policies and practices of the school, and those detailed in a pupil's agreed positive behaviour support plan);
- Other members of staff such as site management and administrative teams also have the authorisation to use reasonable force in face of immediate danger and when there is a serious and imminent risk of significant harm.

10.3 Necessary Considerations

When faced with an incident that poses a serious risk of harm to pupils, staff or the environment, all members of staff will make a dynamic risk assessment. To help staff in making decisions about using reasonable force the following considerations may be useful:

- whether the consequences of not intervening would have seriously endangered the wellbeing of a person;
- whether the consequences of not intervening would have caused serious and significant damage to property;
- whether the chance of achieving the desired outcome in a nonphysical way was low;
- the age, size, gender, developmental maturity of the persons involved.

10.4 Using Reasonable Force

When using force, members of staff should:

- only use the minimum amount of force required in achieving the required outcome;
- use force within the context of existing good practice in non-physical skills and techniques within classroom intervention model;
- where possible, avoid any type of intervention that is likely to injure a pupil, unless in the most extreme of circumstance where there was no viable alternative;

- try to avoid using force unless or until another member of staff is present to support, observe or call for assistance;
- only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force.

Staff are also expected to remember that the use of restrictive physical intervention is only one option and for behaviours involving extreme levels of risk it may be more appropriate to gain support from other agencies, including the police.

10.5 Implications of using Reasonable Force

Teaching and support staff work 'in loco parentis' and have a Duty of Care towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this policy. The use of Team Teach techniques is one of our health and safety control methods for reducing risks presented by pupil's challenging behaviour. Pupils' Positive Support Plans act as Safe Systems of Work under Health and Safety Regulations. As such it is imperative that these plans are consistently followed and implemented by all members of staff.

The application of any form of physical support/intervention inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. Staff have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Staff need to be aware that they are responsible for:

- assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties and;
- making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

Staff are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

11. Post Incident Procedures

11.1 Recording and Reporting

The governing body will ensure that a procedure is in place, and followed by staff, for recording and reporting significant incident where a member of staff has just reasonable force on a pupil, in line with the school policy on the use of reasonable force and the guidance within Keeping Children Safe in Education. As a Federation we report all behaviour incidents and categorise them under three levels of progressive risk – low risk, medium risk and high risk.

When considering the category of risk, staff should take into account:

- an incident where unreasonable of force is used on a pupil would always be a high risk incident;
- any incident where substantial force has been used (eg physically pushing a pupil out of a room);
- the use of a restraint technique is high risk;
- an incident where a child was very distressed (though clearly not overreacting) would be high risk.

In determining whether incidents are high risk, schools should consider:

- the pupil's behaviour and the level of risk presented at the time;
- the degree of force used and whether it was a proportionate in relation to the behaviour;
- the effect on the pupil or member of staff.

11.2 Post Incident Support

Following the use of physical intervention pupils and staff will be supported. The immediate physical needs of all parties will be met and staff will ensure that positive relationships are maintained.

Full details of how the pupil should be supported post RPI, and their recovery nurtured post-incident, should be detailed in their PSP. This should be followed and recorded in incident write-up. Staff should ensure that any communication tools and support strategies are used at the earliest opportunity. Research shows that from crisis point back to baseline takes a minimum of 60-90 minutes. Staff should therefore ensure that any teaching, learning and reflection of the incident, and any consequences resulting from it, are not approached with the young person until they are back near their baseline behaviours and ready and able to engage.

The needs of staff post-incident may vary person to person, and from incident to incident. Staff should support each other by covering for those who need time away and working together as a whole-school team. Other pupils and visitors who may have witnessed a pupil in crisis may be distressed and need support to understand what has happened and reassurance that everybody is now OK, especially if they have seen people get hurt. It is important not to reinforce to pupils that hurting others and being hurt is acceptable, as they may fear that staff will think it is ok for them to get hurt. It is important that the dignity of the pupil in crisis is maintained whilst ensuring that everybody involved is enabled time to express feelings, fears and anxieties.

11.3 Incident Debriefing

We use an incident debriefing approach to:

- reduce serious incidents and the number of physical interventions;
- increase staff wellbeing;
- increase staff skills in unpicking behaviour and brainstorming activities;
- increase student participation in planning the next stages of their behaviour support depending on ability.

12. Exclusion

The absolute last resort in terms of control of behaviour is signalled by the use of exclusion procedures. It is not a preferred route for the school but is an option that may have to be taken in extreme circumstances. Only the Executive Head can take the decision to exclude pupils.

12.1 Exclusion from Activities, Place and Off-Site Trips

Students may need to be excluded from certain activities if they are displaying unsafe, unpredictable behaviour that cannot be managed by their risk assessments or PSPs. Pupil may need to be excluded while they learn agreed safety skills. Action should be taken to update core documents and risk assessments with agreed strategies so pupils are excluded for the minimum amount of time possible.

Students may need to be excluded from accessing particular areas of the setting if their behaviour in these environments causes a severe threat to the health and safety of themselves, others or the environment. Reviews will take place to consider what reasonable adjustments can be made to these areas to enable pupils to access them safely.

In the case of exclusion off-site trips, Head of Site will regularly review progress to ensure that pupils are excluded from off-site visits for the minimum time possible.

12.2 Fixed Term Exclusions

Fixed term exclusions will be issued when strategies in place are failing, and serious incidents of behaviour that pose a severe threat to the health and safety of others occur. This will be discussed with parents/carers as soon as this decision is made.

A resolution to issues causing the exclusion will be a priority and new strategies agreed and put in place as soon as possible.

If exclusions become more frequent and it is obvious that the future of the pupil's placement is at risk, then a multi-agency meeting will be arranged to discuss the pupil's future. Parents/carers will be part of this process at all times.

12.3 Permanent Exclusion

Permanent Exclusion is extremely rare. It takes place where there have been **serious and/or persistent breaches** of the behaviour policy, that constitutes a **severe threat to the health and safety of others** or the smooth running of the establishment.

Permanent exclusion is used when all other avenues have been explored and failed, and/or the school feels that the situation is irretrievable.

For all exclusions, parents, chair of governors and the appropriate LA Officers are informed.

The Executive Head will report to the governing body on the use of Permanent Exclusion.

12.4 The role of the Governing Body in Permanent Exclusion

The governing board must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion, regardless of whether parents make a representation if:

- the exclusion is permanent;
- it is a fixed-period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term;
- it would result in a pupil missing a public examination or national curriculum test.

If the hearing is for a permanent exclusion the panel will need to decide whether or not the child should be reinstated (rather than if they uphold the decision of the Executive Head) and any conditions which may apply to the reinstatement.

In reaching a decision on whether or not a pupil should be reinstated, the panel should consider whether the decision to exclude the pupil was lawful, reasonable and procedurally fair, taking into account the Executive Head's legal duties and any evidence that is presented to the panel in relation to the decision to exclude.

13. Training

13.1 Team Teach Training

Staff are provided with regular training on managing behaviour, including training on Positive Behaviour Support through Team Teach. Staff receive training on de-escalation, risk reduction and restrictive physical interventions by on-site trainers. They attend refresher training in line with their period of certification. Courses are robustly monitored.

Team Teach Training covers:

- the proper use of physical intervention, restraint and restricted access;
- the needs of the pupils at the school;
- how SEND and mental health needs impact behaviour.

Team Teach Trainers are refreshed annually and work with each other across the Federation to quality assure training and advice.

13.2 Other Training

Staff also access a wide range of training opportunities to continually update their professional skills. This includes Total Communication, Advocacy, Relational Practice and Supporting Teaching and Learning.

Staff are skilled in developing an understanding of pupils in their care and any additional training needs are identified through open communication with CDMT and SLT. The Federation Assistant Head with responsibilities for CPD also tracks all targets set in Professional Development meetings to ensure trends are identified and CPD opportunities planned accordingly.

14. Monitoring Arrangements

14.1 Monitoring and Evaluating School Behaviour

The school will collect data on the following:

- behavioural incidents, including removal from the classroom;
- attendance, permanent exclusion and suspension;
- use of pupil support units, off-site directions and managed moves.

Anonymous surveys will be used for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture. This will be used to inform long term planning for Federation Improvement.

The data will be analysed every year by CDMT and SLT.

The data will be analysed from a variety of perspectives including:

- At school level;
- By age group;
- At the level of individual members of staff;
- By time of day/week/term;
- By protected characteristic.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

14.2 Monitoring this Policy

This behaviour policy will be reviewed by the Executive Head and Governing Body least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Governing Body.

15. Links with Other Policies

This behaviour policy is linked to the following policies:

- Child Protection & Safeguarding Policy

POSITIVE SUPPORT PLAN:

Date compiled:

Contingency plan for when all interventions have been tried exhausted and failed:

- See relevant risk assessments for individual and activities
- Use school emergency protocols, dialling 621 to summon help

Triggers:

[Empty box for recording triggers]

How I communicate I am happy and calm	What to do/what helps
<p>[Green-bordered box for communication when happy and calm]</p>	<ul style="list-style-type: none">• [Empty space for recording helpful actions]
How I communicate I am beginning to feel anxious or cross	What to do/what helps
<ul style="list-style-type: none">• [Empty space for communication when anxious or cross]	<ul style="list-style-type: none">• [Empty space for helpful actions when anxious or cross]

Plan compiled by:

Copy provided to and agreed by parents/carers: Dated:

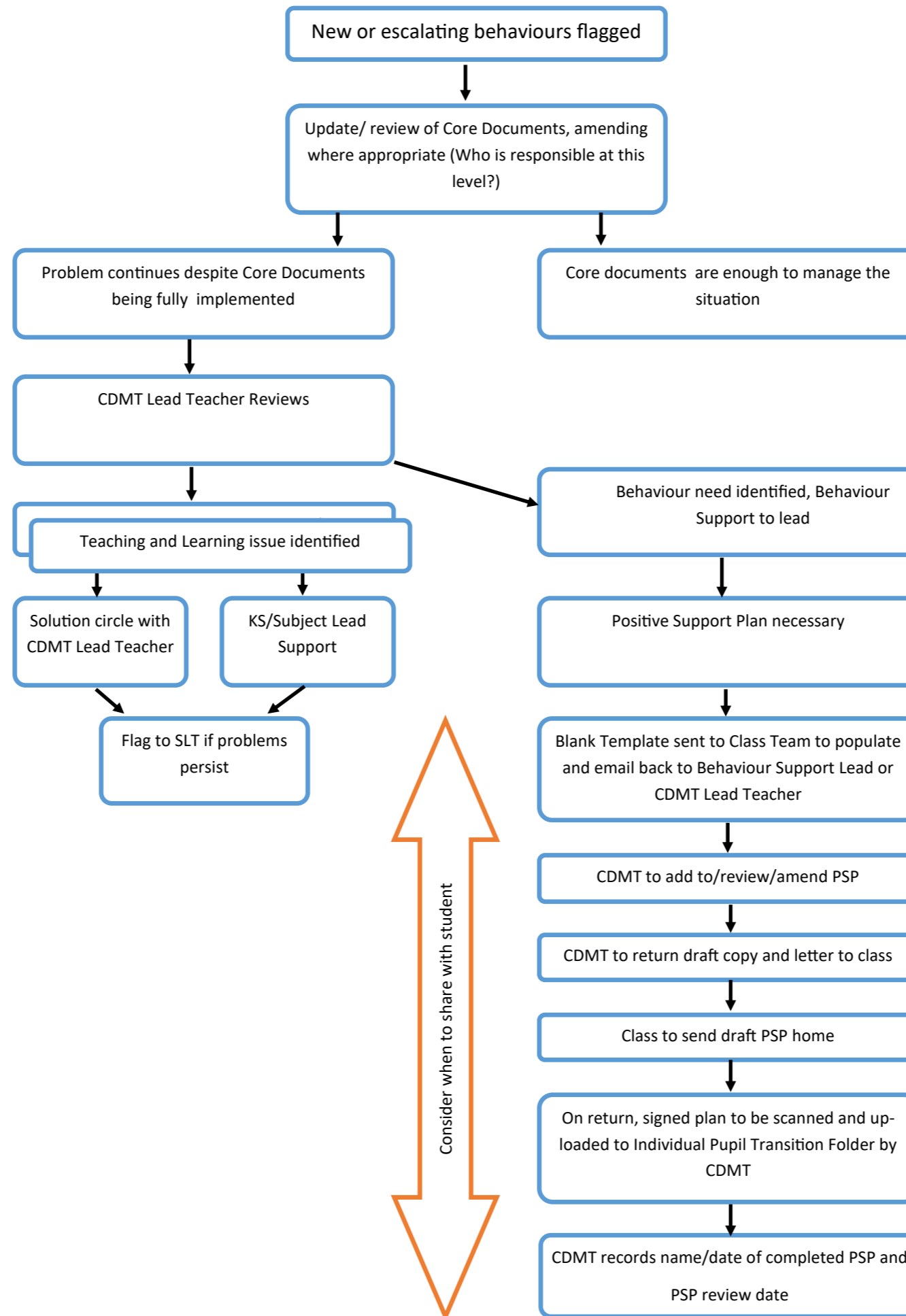
POSITIVE SUPPORT PLAN:

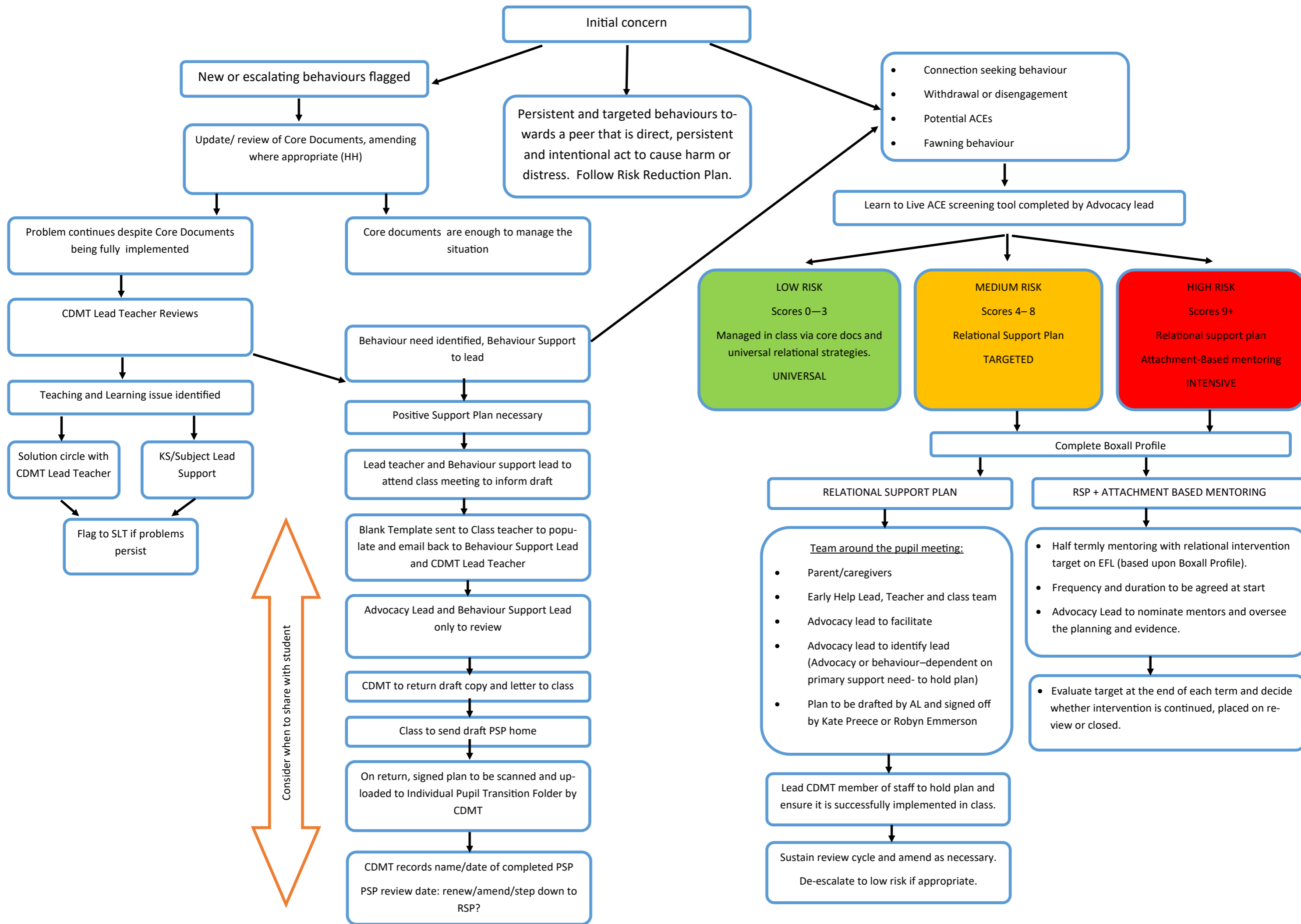
Date compiled:

How I communicate I am feeling very anxious or very cross	What to do/what helps
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•
How I communicate I want to re-engage	What to do/what helps repair the situation
<ul style="list-style-type: none">•	

Plan compiled by:

Copy provided to and agreed by parents/carers: Dated:





Consider when to share with student

Persistent and targeted behaviour (peer to peer): Risk reduction Strategy

- Definitions of persistent and targeted behaviour: “direct, persistent, targeted and intentional acts to cause some level of harm or distress”
- This risk reduction strategy is written in response to FDIP priorities. When agreed by SLT, this will form part of Behaviour Policy and the federation response to peer on peer abuse
- This risk reduction strategy will be triggered when a second incident of persistent and targeted behaviour (peer to peer) that is a direct, persistent and intentional act to cause some level of harm or distress.

