

## East Specialist Inclusive Learning Centre (SILC)

### East SILC Relationships and Positive Behaviour Policy

Next Review Date:	October 2027
Governing Board Committee:	CaWC
Frequency of Review:	3 Years

#### Vision:

Exceptional Education for Exceptional Lives.

#### Values:

- Kindness



- Integrity



- Ambition



- Collective Responsibility



## Contents

- Introduction ..... page 3
- [1 - Promoting Positive Behaviour](#) ..... page 4
- [2 - Physical Intervention](#) ..... page 11
- [3 - Recording and Reporting](#) ..... page 11
- [4 - Supporting Staff](#) ..... page 11
- [5 - Types of Behaviour](#) ..... page 12
- [6 - Confiscation of Inappropriate Items](#) ..... page 13
- [7 - Suspensions](#) ..... page 13
- [8 - Local and National Policy](#) ..... page 14
- [9 - Appendix](#) ..... page 15

## Introduction

This policy provides guidance to class teams, parents/carers and governors on how to support our learners to self-regulate and manage their behaviour and feel safe so that they are ready to learn. This document reflects the practice in place across all sites of the East SILC including John

Jamieson, Jack Clark and Roger Cannon as well as our provision at BCC, Whitkirk Primary and Temple Moor High School. We incorporate a holistic, individualised approach to ensure that we are reflecting and planning for the needs of all our learners. This includes those with severe learning difficulties, complex medical needs, physical difficulties, Downs Syndrome, hearing and/or visual impairments, Autism and social, emotional, mental health needs.

We consider that behaviours which challenge always happen for a reason and may be a result of a number of factors which are personal to the individual. Underlying problems may include health, home or relationships; raised anxieties because of sensory needs and/or managing change and the sense of the unknown. At the East SILC we adopt a positive approach to behaviour management that minimises disruption for other learners and promotes safety of the whole school community.

## Key aims:

- To understand that behaviour has a communicative function - we aim to ensure that our learners are supported to communicate their needs safely and appropriately.
- To understand that challenging behaviour is often the symptom of a problem and not the problem itself.
- To support our learners in developing alternative, socially acceptable behaviours and/or coping strategies where appropriate.
- To create conditions for learning built upon mutual respect, co-operation and equal opportunities which enable each individual to become a self-confident, valued and respected member of the community.
- To provide a consistent positive structure for learning, which encourages self-respect, self-esteem and respect for others all times.
- To recognise and reward positive behaviour.
- To enable all members of the East SILC to have a clear understanding of the consequences of unwanted behaviour.
- To develop teaching and learning strategies which anticipate and pre-empt certain behaviours rather than be reactive to behavioural patterns.

## 1 - PROMOTING POSITIVE BEHAVIOUR:

The East SILC recognises that promoting and teaching positive behaviour is key to ensuring learners make progress in all areas of their learning. We achieve this by being:

- Calm, consistent and positive.
- Nurturing and flexible.
- Empathetic and responsive
- Positively encouraging and providing ample opportunities for learners to succeed.
- Aware of our environment and making sure it is appropriate and physically comfortable.

### Class teams and support staff can support our learners by:

- Working together to create a positive learning environment which everyone has ownership of and is consistently applied throughout the school.
- Rewarding exceptional learning and positive behaviour.
- Providing positive statements of expectation, school and class rules across all sites in a variety of languages / communication systems so that everyone at the East SILC understands them.
- Enabling learners' communication through a range of appropriate communication systems
- Ensuring that the curriculum is appropriate to the needs of the individuals.
- Taking into consideration the effects of some medication and the interventions of the moving and handling team during the school day.
- Informing parents and carers of strategies used and promote joint strategies which can be used both at home and school.
- Recording and maintaining a record of behaviour interventions and restorative practice with individuals through regular documentation.
- Using physical intervention (see Care and Control Policy).

We understand that at times our learners may struggle to maintain their emotional regulation and may exhibit distress through their behaviour. We monitor these behaviours carefully and involve a range of professionals and parents to understand causes of behaviour and develop strategies to support the challenges that arise.



The Pastoral team and the Teaching and Learning staff work together with a range of therapeutic professionals to provide integrated support to meet the diverse and complex needs of our learners.

### Professionals that we work with in school include:

- Internal Speech and Language team
- Speech and Language Therapist (Dysphagia)
- Occupational Therapist (NHS)
- Occupational Therapist (privately commissioned 2 days a week)
- Educational Psychologist
- Physiotherapy team (NHS)
- Nursing Inclusion team (on site at John Jamieson School)
- Deaf and Hearing Impairment team
- Visual Impairment team
- Special Educational Needs and Inclusion Team (SENDIT)
- CAMHS
- Child Health and Disability (CHAD)
- SILC Cluster
- Special Educational Needs and Disability Information Advice Support Service (SENDIASS)
- TEAM TEACH
- Virtual School for CLA learners
- Leeds Transport team

## Staff

All staff are entitled to:

- An orderly and supportive environment to promote effective teaching and learning.
- Active participation in the development and review of the Relationships and Positive Behaviour Policy.
- Access to training.
- Advice and support from senior colleagues.
- Regular contact with parents/carers.
- Ask for assistance at any time from other colleagues.

For any Relationships and Positive Behaviour Policy to be effective it is crucial for all staff to have the opportunity to discuss the issues and contribute to its formulation.

Staff should feel confident that senior colleagues will consider behavioural issues when establishing school systems; i.e. learner groupings, timetabling, staff groupings, etc. A degree of flexibility within the school systems will be necessary in order to respond to staff concerns and meet individual learners' needs.

The decision to seek help from a colleague or to withdraw from a difficult situation may sometimes be the best course of action. This must not be viewed as professional failure and is encouraged by the school's leadership team. Essential for the successful implementation of a Positive Behaviour Policy is that an environment is created in which staff are comfortable to question aspects of it whilst at the same time act in a professional manner in supporting decisions which have been collectively agreed.

The Head of School/Partnership is responsible for ensuring that the school/partnership is conducted in an orderly manner.

## Senior Leaders

- Always model the values of the school
- Meet and greet learners at the beginning of the day
- Be a visible presence across the school and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond
- Regularly share good practice
- Ensure all staff understand the school's culture, policy and expectations
- Support staff in understanding and meeting the range of needs through training and
  - engagement with relevant experts
  - Use and analyse behaviour data to target and assess interventions
  - Use behaviour data to target and assess school wide behaviour policy and practice
- Ensure a whole school approach and consistency
- Regularly review provision to ensure it meets learners needs
- Support staff with complex situations and support the use of restorative conversations
- Encourage use of recognition systems
- Ensure staff training needs are identified and targeted



## Designated Staff

Whilst behaviour is the responsibility of every member of the school community, Behaviour Support Workers (BSWs) offer support and training across the SILC. This includes supporting staff in devising and implementing Behaviour Individual Learner Risk Assessments (BILRAs) and Personal Behaviour Support Plans (PBSPs). They also support with Team Teach refresher training and assist with the provision of intervention programs. All staff are trained to report and record behaviour incidents the management information system Compass.

## Parents / Carers

All parents are entitled to:

- Regular and active involvement in the social and personal education of their child.
- Constructive advice in formulating solutions to problems involving their child.
- Regular and open contact with school staff.
- Information about the school's Relational Policy.
- The right to voice their concerns.

## Learners

Rights Of The Child:

As a UNICEF UK Rights Respecting School, we are committed to placing the UN Convention on the Rights of the Child at the heart of our culture and ethos. We firmly believe all learners have a right to;

- Feel secure and safe (in an environment which meets their needs).
- Feel valued and be treated with dignity, respect, kindness and understanding
- Be treated fairly
- Be listened to
- Be able to learn in a supportive environment
- Engage in choices and understand that choices have consequences
- Express feelings in an open, honest and polite way
- Be happy and build friendships
- Be free from violence and abuse.

## Systems To Support Behaviour

Class teams are encouraged to adopt a range of systems in the classroom to support our learners and provide them with an environment that encourages and promotes positive behavior and communication. These include: -

Rules/Class contracts to support positive behaviour.

These should be:

- Few in number
- Where developmentally appropriate, agreed with learners
- Communicated in a way that learners can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive - things we are going to do.
- Regularly referred to by the class team
- Appropriate to the activity/lesson and developmental range of the learners.
- 

### Pathway 1 and 2



### Pathway 3





All Staff:

East SILC staff will remember and apply the same principles as the children:

## Be Ready (Plan, Personalise, Engage)

- Meet and greet learners on arrival
- Know the learner's interests, needs and associated behaviours
- Plan/support lessons that engage, challenge and promote independence
- Lessons are carefully differentiated, matching expectations of work to learner's ability and developmental stage
- Personalise the learning by making reasonable adjustments where required to meet need
- Careful management of the environment, considering conditions and triggers for behaviours
- Understand behaviours associated with trauma and any SEMH needs

## Be Safe (Pre-empt, Prevent, Redirect, Support)

- Refer to and reinforce 'Be Ready, Be Safe and Be Kind' and explicitly link to the behaviours we expect to see
- Observe individual/class behaviours, modifying the environment and make reasonable adjustments to minimise disruption
- Prevent and de-escalate before applying sanctions
- Be aware of and report behaviours that may have safeguarding implications or cause concern
- Never ignore or walk past learners who are making poor/unsafe choices.
- Follow up every time, retain ownership and engage in reflective/restorative dialogue
- Log behaviours on Compass

## Be Kind (Consistent, Calm, Listen)

- Model the values and build exceptional relationships.
- Listen and give learners a chance to communicate
- Encourage and praise positive behaviors using visible recognition
- Change the behaviour, not the individual
- Remain mindful of the unique challenge each learner experiences



- Be calm and give take up time
- Collaborate with families and professionals

## Consistencies

In implementing this Relationship and Positive Behaviour policy, East SILC acknowledges the need for consistency. It is important that we understand that consistency does not mean a lack of flexibility or personalisation. Equity acknowledges the need to treat people differently, dependent on need, in order to ensure equality.

How we ensure consistency can be defined as follows:

- Consistent culture – everybody living the EAST SILC values
- Consistent language simple and clear expectations reflected in conversations about behaviour
- Consistent follow up ensuring “certainty” at the classroom and leadership level.
- Consistent modelling of responsibility and accountability
- Consistent routine for reinforcing, encouraging and celebrating positive behaviors
- Consistent boundaries and consequences defined, agreed and applied at individual or classroom level
- Consistent respect shown by staff- especially if difficult situations
- Consistent modelling of emotional control
- Consistently reinforced routines in classrooms, around the site and in the wider community

*“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies. The key is to develop a consistency that ripples through every interaction on behaviour.” Paul Dix*

## Behaviour Individual Learner Risk Assessments (BILRAs) and Positive Behaviour Support Plans (PBSPs)

BILRAs and PBSPs identify learners’ needs, as well as identify proactive, preventative and reactive strategies to promote positive behaviour. These plans are implemented through direct support, monitoring, collecting data and evidence-based evaluation.

## Routines and Classroom Organisation

All our learners benefit from consistent routines as this enables them to understand expectations, manage anxiety and mentally and physically prepare themselves for their day. Routines are in place across sites but how these are implemented vary dependent on the need of the learner and include:

- The use of visual timetables
- Access to classroom environments that have organised spaces and minimal stimulation.
- Classrooms, where appropriate, organised to reflect TEACCH principles
- Organised and clearly labelled resources and equipment
- Routines embedded through a sensory diet are in place to ensure learners' sensory needs are supported and include movement breaks in their daily class routine and ensure they have access to sensory equipment that support self-regulation (chewys, fidget toys, adapted seating, weighted vests etc.)

### Preventative Approach Toward Behaviour

## Working with Families

At EAST SILC, we believe that learners will only achieve the best possible outcomes when the school and family work closely together; parental support is essential to the school ethos. We will support parents to:

- Ensure their child attends school regularly, so work and behaviour patterns can be established and maintained
- Encourage independence and self-discipline
- Highlight any concerns with the school and communicate significant changes in family circumstances, health/medical conditions, behaviour at home or any other factors which
- may impact on behaviour and wellbeing

- Engage in their child's learning and school experiences
- Foster good relationships with the school and support the implementation of this policy
- Be aware of the school rules and reinforce expectations
- Work in partnership to agree strategies ensuring consistency between home and school
- Attend Annual Reviews/meetings so that meaningful discussions take place

## Establishing Good Relationships

Research has established that a good relationship is a significant factor in promoting positive behaviour. This prevents difficult situations arising in the first place and provides a cushion when challenges do arise. Relationships develop through what is said and not said, and the messages that are given about values and expectations. Specific actions in developing inclusion and good relationships can be summarised as follows:

- Greeting by name and knowing our learners
- Offering comfort in distress
- Finding positive qualities and strengths of EVERY learner
- Giving regular positive feedback that is specific, genuine and brief
- Showing belief, trust and support to meet high expectations
- Avoid discussing learner's difficulties or behaviour in front of them (unless part of the intervention)
- Avoid discussing our own difficulties in front of learners
- Show acceptance of the person but not their behaviour
- Model and focus on what should be done as oppose to what shouldn't
- Using 'I' statements rather than 'you' statements which comment on behaviour
- Not labelling - never referring to a learner as naughty, difficult, challenging • Giving choices which give the learner some control and promote self-efficacy
- Ensuring experiences which guarantee success -however small.
- Ensuring that there is fairness - giving each their turn.
- Framing behaviour in terms of equity rights, e.g. "You are not allowed to hurt another learner and other learners are not allowed to hurt you"
- Trusting learners by giving responsibility
- Never making unfavourable comparisons or put downs
- Avoiding self-fulfilling prophecies
- Doing everything possible to avoid sanctions that are about removal or exclusion.



- Welcoming learners back if they have been absent
- Speaking about the learner positively to others

## Rewards

A school ethos of encouragement and support is central to the promotion of positive behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping learners to understand that positive behaviour, self-awareness and responsibility to self and others is valued and clearly defined in the classroom. Reward systems in place are developmentally appropriate and are often chosen by the learner. For many of our learners it is important that rewards are realistically achievable and are awarded within an appropriate space of time. Each site across the East SILC has in place a range of reward systems to support positive behaviour. These include:

- Praise and encouragement
- Immediate rewards to recognise positive behaviour in situ.
- 'Choose time'
- Learners' work is displayed as much as possible.
- Class reward trips
- Weekly achievement assemblies.
- Good Citizen Award
- Star of the Week Award
- Positive communication home to parent/carers

## Consequences

Consequences are an agreed approach to dealing with a behavioural problem and have the greatest impact when there is a shared understanding of why they are being implemented. Where possible, sanctions to unwanted behaviours should be agreed with the learner, staff and parents/carers.

- Strategies and approaches will be clearly outlined when an agreed consequence is issued as part of a Positive Behaviour Support Plan (PBSP).
- Learners will be given clear warnings of a permitted consequence before it is implemented. The learners should have some understanding that their behaviour is unacceptable and the consequence must be meaningful to them.

- It is important for our learners to clearly link a specific behaviour with its consequence.
- Consequences must be brief, realistic and administered on an individual basis.
- Verbal reprimands should not be defamatory or derogatory and should refer to the behaviour and not the learner.
- It is important for adults to review what has happened. Was there anything that could have been done differently to support the learner to manage?

It is completely forbidden to use:

- Any form of corporal punishment
- Any form of ridicule

Where possible we encourage staff to avoid the use of consequences by anticipating unwanted behaviours. This could be through:

- Increasing supervision if there are specific times when unwanted behaviour is occurring
- Consult with the behaviour team and plan actions to avoid triggers. Have these stipulated within the PBSP.
- Use distraction or deflection as a response to potentially challenging situations
- Withdrawal from the group to receive 1:1 support, or quiet time
- Changes to curriculum offer

## 2 – PHYSICAL INTERVENTION

Staff are trained at the East SILC in use of physical intervention. The approach used is Team Teach. The use of physical intervention is recorded on the East SILC's Management Information System, Compass, and parents/carers are informed if physical intervention is used.

- See Care and Control policy (Appendix 1 pg. 17)

### Seclusion

Seclusion is only used in exceptional circumstances, where the risk involved with its use is outweighed by the risks that are presented.

- See Care and Control policy (Appendix 1 pg. 18)

### 3 – RECORDING AND REPORTING

- All behaviour incidents will be recorded using Compass
- If it is thought that a physical intervention may be needed to support a learner in crisis it will be written into the learner's PBSP.
- Parents will be informed when a physical intervention has been used with their child.
- Parents will be informed if seclusion has been used with their child
- The behaviour team will monitor behaviour data and work with classroom staff to review and develop positive behaviour strategies which are appropriate and effective.

### 4 – SUPPORTING STAFF

All staff have the right to be safe and be treated with dignity and respect. Some learners may test and challenge relationships, therefore adults responsible for them require the ability to regulate themselves and sensitively, firmly and confidently manage the adult/learner relationship.

When learners are in distress, behaviours can manifest that are threatening or aggressive, the impact of this will be acknowledged by Senior leaders who will:

- Discuss how staff member is feeling, and provide support
- Provide post incident support, ensuring the immediate physical and emotional wellbeing
- of all involved.
- Allow them time away from the learner
- Debrief of the incident to take place at an appropriate time to allow for reflection, identify next steps in order to avoid a repeat
- Explain the next steps for the learner and adult so that the member of staff is fully briefed
- Where appropriate SLT to carry out a restorative meeting with learner and adult as soon as possible and before any possibility of a repeat incident.
- Ensure the member of staff feels safe to continue with their duties
- Ensure staff are aware of the support systems available

Where there is a risk of violence towards members of staff, leaders will take steps to remove the risk, or where removal of the risk is not possible, reduce the risk by any necessary changes or by introducing appropriate protective or supportive measures. These steps should be



addressed via a risk assessment. The risk assessment must be kept under review and updated as necessary. Leaders will continuously monitor the effectiveness of control measures.

## 5 – TYPES OF BULLYING

### Bullying/ Cyber Bullying

While incidents of bullying are rare at the East SILC, the Governing Body and Head of School/Partnership Lead will ensure all incidents are investigated as a matter of urgency. For more information please see the East SILC Anti-Bullying and Cyber-Bullying policies.

### Child on Child Abuse

All staff should recognise that learners are capable of abusing their peers and that child-on-child abuse can happen in many different ways. We recognise that children are capable of abusing their peers and that child-on-child abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes, up skirting and abuse within intimate partner relationships. It is very clear that this type of abuse should always be treated seriously, and never just as banter, part of growing up or boys being boys. Our school has a zero-tolerance approach to such attitudes and behaviours.

Our RSHE and PSHE curriculum will cover what healthy and respectful behaviour towards one another looks like.

### Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious crime. For further information please read the East SILC Child Protection and Safeguarding Policy.

### Racist/ Sexist/ Homophobic Or Other Prejudicial Behaviour In School

Racist/ sexist/ homophobic or other prejudicial behaviour (name calling due to a person's

disability, gender or sexuality) is unacceptable. All staff and learners are encouraged to report this behaviour. If learners make these comments, we will:

- Use restorative practice
- Support and educate them to improve their behaviour
- Monitor for any recurrence of the behaviour
- Informing parents/carers about the incident and issuing a consequence if the child refuses to apologise in the first instance.
- Report all incidents to Leeds City Council. Repeated instances may result in the use of suspension.

Our RSHE and PSHE curriculum will cover what healthy and respectful behaviour towards one another looks like.

Staff will also:

- Take immediate steps to stop the prejudicial behaviour
- Counsel the offender and support the victim
- Report all incidents on Compass and CPOMS (if a new behaviour)
- Report all incidents to the Head of School/Head of Site

## 6 – CONFISCATION OF INAPPROPRIATE ITEMS

Our approach to the confiscation of inappropriate items is in line with the legislation outlined in DfE 'Searching, Screening and Confiscation Advice for Schools'.

School staff can search a learner for any item if the learner agrees. Heads of school and staff authorised by the Head of School have a statutory power to search learners or their possessions, without consent, where they have reasonable grounds for suspecting that the learner may have a prohibited item. Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property



- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item in consultation with parents/carers.

## 7 – SUSPENSIONS

The East SILC will make every effort to avoid making a fixed term or permanent suspension for learners. A suspension will only take place if the learner becomes an overwhelming risk to others or themselves through physical violence, bullying or harassment. Informal or unofficial suspensions, where a learner is sent home to 'cool off' or parents are asked to keep them at home are illegal. **A child is either at school, absent or suspended. If a child is sent home from the East SILC due to their conduct it will be in line with the guidance set out in the suspension Policy.** We have a separate policy on cyber bullying. The school should try all strategies to keep the learner in school, such as behaviour support, an alternative curriculum, communication strategies or mentoring. It may be necessary to request an assessment of the young persons' behavioural needs and a review of setting through an EHCP review meeting.

## 8- LOCAL AND NATIONAL POLICY

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

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and learner referral
- units in England, including learner movement - 2022
- Use of reasonable force in schools
- Supporting learners with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.



This policy should be read with reference to the East SILC Care and Control Policy (Appendix 1), East SILC Safeguarding and Child Protection Policy, East SILC Anti-Bullying and CyberBullying Policies.

## 9 – APPENDIX

### Care And Control Policy

#### Introduction

The purpose of the policy is to clarify the situation for all teaching and support staff working with children and young people, to inform them what is acceptable in relation to the use of physical intervention to manage challenging behaviour, and to prevent any misunderstanding of their intentions. It is also intended to inform children, their parent(s), carer(s), families and other relevant stakeholders of the legal position in relation to physical intervention, and systems and procedures that we follow at The East SILC.

There is a common misconception that any physical contact with a child is in some way unlawful. However, page 8, The Use of Reasonable Force – Advice for head teachers, staff and governing bodies – July 2013 states:

*“It is not illegal to touch a learner. There are occasions when physical contact, other than reasonable force, with a learner is proper and necessary. Examples of where touching a learner might be proper or necessary: holding the hand of the child at the front / back of the line when going to assembly or when walking together around the school; when comforting a distressed learner; when a learner is being congratulated or praised; to demonstrate how to use a musical instrument; to demonstrate exercises or techniques during PE lessons or sports coaching; to give first aid.”*

At the East SILC, we constantly strive to create a calm environment that reduces the risk of incidents arising that might require the use of force. In addition to this, learners who present with challenging behaviour have an individual Positive Behaviour Support Plan (PBSP). In relation to inappropriate behaviour, staff at the school will use their skills to defuse conflict situations. We will distract, cajole, persuade and negotiate with young people as well as reminding them of rules, privileges, rewards and sanctions. There may be circumstances however, where verbal de-escalation alone is not enough to



deal with the risks that present themselves, and physical steps need to be taken.

This policy has been drawn up taking cognisance of DfE guidance: The Use of Reasonable Force (July 2013), Section 93 of The Education and Inspections Act 2006, DFES guidance LEA/264/2003: Guidance on the Use of Restrictive Physical Interventions for Learners with Severe Behavioural Difficulties (Sept 2003) and the joint DFES/DOH guidance: Guidance for Restrictive Physical Interventions (July 2002).

This policy should be read in conjunction with the school's Positive Behaviour Policy, Health and Safety Policy and Child Protection Policy.

Every effort will be made to ensure that all staff at The East SILC:

- clearly understand this policy and their responsibilities in the context of their Duty of Care in taking appropriate measures where physical intervention is necessary
- are provided with appropriate training to deal with incidents safely and effectively.

## Underpinning Values

Everyone attending or working at the East SILC has a right to:

- Recognition of their unique identity;
- Be treated with respect and dignity;
- Learn and work in a safe environment;
- Be protected from harm, violence, assault and acts of verbal abuse. Learners attending this school and their parents have a right to:
- Individual consideration of learner needs by the staff who have responsibility for their care and protection
- Expect staff to undertake their duties and responsibilities in accordance with the East SILC policies
- Be informed about school rules, relevant policies and the expected conduct of all learners and staff working in school
- Be informed about the organisations complaints procedure.

The school/sites will ensure that learners are given support to understand the need for and respond to clearly defined limits, which govern behaviour across the East SILC.

### Primary Prevention

This is achieved by:-

- The deployment of appropriate staffing numbers
- The deployment of appropriately trained and competent staff, including the use of Behaviour Support Workers
- Avoiding situations and triggers known to provoke challenging behaviour
- Support learners' understanding by ensuring appropriate and/or augmentative communication systems such as symbols, Pictorial Exchange Communication System
- (PECS), communication devices are available to use
- Creating opportunities for choice and achievement
- Developing staff expertise through a programme of Continuous Professional Development (CPD)
- Exploring learners' preferences relating to the way/s in which they are managed.

### Secondary Prevention

This involves the recognition of the early stages of a behavioural sequence that is likely to develop into violence or aggression and employing 'defusion' techniques to avert any further escalation.

At this stage, a Positive Behaviour Support Plan (PBSP) will be set up to clarify the appropriate application of gradually increasing or decreasing levels of force in response to the particular child/young person's behaviour.

Where there is clear documented evidence that particular sequences of behaviour escalate rapidly into violence, the use of a restrictive physical intervention (RPI) at an early stage in the sequence may, potentially, be justified if it is clear that:

- Primary prevention has not been effective, and
- The risks associated with NOT using an RPI are greater than the risks of using an RPI, and
- Other appropriate methods, which do not involve RPI, have been tried without success.

The school/ sites use Social and Emotional Aspects of Learning delivered through the PSHE

curriculum to help learners learn about feelings and managing conflict, where this is appropriate to their level of development. The school curriculum and



ethos promote independence, choice and inclusion and learners are given maximum opportunity for personal growth and emotional wellbeing.

As endorsed in the school's Positive Behaviour Policy, staff consistently use positive strategies to encourage acceptable behaviour and good order.

Every effort will be made to resolve conflicts positively and without harm to learners or staff, property, buildings or the environment. Some or all of the following approaches should be taken according to the circumstances of the incident:

- Verbal (or non-verbal e.g. sign, visuals if appropriate) acknowledgement of unacceptable behaviour with request for the learner to refrain; (this includes negotiation, care and concern)
- Further verbal reprimand stating: o that this is the second request for compliance; o an explanation of why observed behaviour is unacceptable; o an explanation of what will happen if the unacceptable behaviour continues.
- Warning of intention to intervene physically and that this will cease when the learner complies, if possible summon assistance from other staff.
- Physical intervention. Reasonable force being used in line with legislation and guidance.

All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise. At the East SILC this is through the training of staff in "Team Teach".

Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not using force.

## THE LEGAL IMPLICATIONS

### Duty of Care

All staff working within the school have a 'Duty of Care' to the children and young people and as such, may face a situation where physical intervention is the only option left available to them, in order to ensure safety.

*Staff who have a Duty of Care have lawful justification for taking reasonable physical steps to prevent injury to any person, or damage to property.*

*Taking no action which results in a person being injured, could leave a member of staff open to an allegation that they were in neglect of their Duty of Care.*

## The Children's Act

Staff will always follow the principles enshrined in the above act whereby the **safety and wellbeing of the children is paramount**. Staff will act in accordance with the 'best interest's principle', acting honestly and in good faith to protect what they perceive to be the best interests of the child/children.

## Section 93

Section 93 of the Education and Inspections Act 2006 'The Power of Members of Staff to Use Force' states:

A member of the staff of a school may **use such force as is reasonable** in the circumstances to prevent a learner from doing, or continuing to do any of the following;

- Committing an offence
- Injuring themselves or others, or causing damage to property
- Compromising the good order or discipline of the school.

This policy allows for the physical restraint of learners in disciplinary or dangerous situations. This must not include any form of corporal punishment and should be limited to the minimum force absolutely necessary for the minimum amount of time.

**Examples** of situations where the guidance could apply:

- When a learner attacks a member of staff;
- When a learner attacks another learner;
- When a learner is engaged in, or is on the verge of committing, deliberate damage or vandalism;
- When a learner is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects (for example, in the lab or on the sports field)
- When a learner at risk absconds from class or tries to leave the school;
- When a learner persistently refuses to obey an order to leave a classroom;
- When a learner is seriously disrupting a lesson.

It is the policy of the school that only in exceptional circumstances may physical restraint be used by an adult working within the school, and that our policy in this regard be made known to staff, governors, parents and learners and that clear contingencies are known to all.

## The Application of Force

The application of any form of physical control inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. It can only be justified according to the circumstances described in this policy. Staff, therefore, 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 judgments about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

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

When circumstances justify, AS A LAST RESORT staff may -

- Physically interpose between learners
- Block a learner's path
- Hold a learner in a controlled manner
- Use escorting techniques in a controlled manner
- In extreme circumstances, use more restrictive holds.

Staff's response to an incident should seek to employ a gradually increasing or decreasing level of force in response to the child / young person's behaviour as set out in the child's PBSP. If possible, the use of restraint needs a second adult present to assist with and/or witness the incident. Staff must be aware of DfE recommendations as set out in the guidance document and not hold learners in such a way that they may be injured or prevented from breathing.

During any incident involving the use of force, staff are expected to continue to use all available verbal and non-verbal support and de-escalation strategies to defuse difficult situations.

## REASONABLE FORCE

There is no legal definition of 'reasonable force'. It will always depend upon the circumstances of each individual case.

**The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force.**

The degree of force employed must be in proportion to the circumstances of the incident and must be the minimum needed to achieve the desired result.

Whether the degree of force used is reasonable will also be determined by the child's age; gender; stature; medical history; level of physical, emotional and intellectual development; special needs; and social context.

## DEFINITIONS OF POSITIVE HANDLING

Positive Handling describes a broad spectrum of risk reduction strategies. Positive Handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Positive Behaviour Support Plan (PBSPs) are a plan for the positive management of learners' challenging behaviour. They are based on a risk assessment and identify positive prevention strategies and how a learner may need to be supported in a crisis.

- Physical intervention - the use of any physical handling technique that has the child or young person's compliance. (e.g. prompting, shepherding)
- Restrictive physical intervention (RPI), Restraint - the positive application of force in order to overcome rigorous resistance, completely directing and controlling a person's free movement. (i.e. the child or young person is no longer compliant)

A **planned intervention** is one that is described/outlined in the learner's PBSP. This should cover most interventions, as possible scenarios will be identified and planned for when the PBSP is drawn up. These interventions may include the use of Team Teach physical intervention techniques.

An **emergency physical intervention** may be necessary if a situation arises that was not foreseen or is uncharacteristic of the learner. Members of staff retain their Duty of Care to learners and any response, even in an emergency, must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received.



Following any such incident, a PBSP will be devised (or the existing plan updated) to support effective responses to any such situations which may arise in the future.

## POSITIVE BEHAVIOUR SUPPORT PLAN (PBSPs)

Where behavioural records and / or risk assessment identifies a need for a planned approach, PBSPs are written for individual children and where possible, these will be designed through multiagency collaboration in conjunction with the child and their parent / carer. With parental consent, these plans may be shared with other agencies / services supporting the child to facilitate consistency of approach so far as is possible.

Where a PBSP is required, a meeting will take place between the school, the child, their parent / carer and any other stakeholder / service where appropriate, to set out a written plan that will identify the key drivers and trigger points for a child's behaviour and a gradual and graded system of staff response which may include the application of gradually increasing or decreasing levels of force in response to the child/young person's behaviour. The purpose of a PBSP is to provide all staff with the necessary information to deal with behaviour effectively and consistently, avoiding the need for any physical intervention. The plans do need to cover this however, in the event that all else has failed.

Any techniques used will take account of a young person's;

- Age;
- Gender;
- Level of physical, emotional and intellectual development;
- Special needs;
- Social context.

## PERSONAL SAFETY

There may be times when a member of staff may need to defend themselves from a physical assault or 'break away' from a child who has taken hold of them. It is acknowledged that with some disengagement techniques learners may encounter some minimal discomfort when appropriate release techniques are used. However, this is very brief, transient and poses less of a risk than the behaviour they are employed in response to, e.g. biting.

All staff will be given input on key skills and principles regarding personal safety and self-defence, as part of their ongoing Team Teach training.

## Seclusion, Time Out and Withdrawal

**Seclusion:** where an adult or child is forced to spend time alone against their will in a locked room or room which they cannot leave. This strategy will only ever be used in exceptional circumstances where the risks involved with its use are outweighed by the risks that are presented. Any child placed into seclusion must be continually monitored by a member of staff and clearly and accurately recorded on Compass. It is a risk assessed, personalised and structured (reported, recorded and reviewed) strategy, an action documented as in the child's best interests, with the aim of preventing the risk of harm. This would include the risk of physical or psychological harm and the risk of harm to a safe environment. All use of seclusion must be recorded on Compass.

**Time out:** This involves restricting a child's access to positive reinforcements as part of the PBSP, in a room or area which they may freely leave. It is a specific behaviour management technique and does not necessarily literally mean time spent out of the class / group, but rather refers to a withdrawal of attention and/or things they find rewarding (it could be as simple as turning away from a child who is attention seeking, or positioning a child away from the class / group). This withdrawal of attention could also be achieved by sending a learner to another class/group or a quiet area.

**Withdrawal:** Which involves removing the child from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a child from the class / group to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and learners (either on their own or in another class / group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. This "quiet time" could be time in the playground, a quiet room, or sitting in an office supervised by a member of the leadership team.

*In some cases, Learners may be allowed to withdraw themselves to a pre-agreed area to calm down. This can be an appropriate strategy in supporting a Learner to manage their own behaviour. In these cases, this strategy should be included in the Learners' PBSP which should also identify how Learners will be supervised in these situations.*

## RESTRICTIVE PHYSICAL INTERVENTIONS AND RISK ASSESSMENT

Both challenging behaviour and RPIs will involve a risk - to both staff and learners. A risk assessment aims to balance these risks. The aim of the



individual learner's PBSP and of this policy is to reduce the risks associated with learners' challenging behaviour as far as is reasonably practicable - the risks that are associated with the behaviour itself and the risk of managing that behaviour. The risks of employing an intervention should be lower than the risks of not doing so.

Learners whose challenging behaviour may pose a risk to staff or learners will be the subject of an Individual Learner Risk Assessment (IPRA) and will have a PBSP drawn up as a result of this. These will be shared with all staff and stored in the behaviour file on Onedrive.

## RESPONSIBILITY OF STAFF

The Act authorises' all staff at the school to use reasonable force to control or restrain learners. The Head Teacher will ensure that all staff are aware of, and understand, what the authorisation entails.

Where a learner is recognised as likely to behave in ways which may require physical control, staff should initiate the production of BILRAs and PBSPs. This plan will be drawn up in conjunction with the Head of School/Head of Site and shared with all pertinent staff at the school/site. The plan will also be made available and discussed with the child, their parent(s), carer(s), families and other relevant stakeholders.

Learners' PBSPs are Safe Systems of Work under Health and Safety Regulations. As such it is imperative that these plans are followed and implemented by all members of staff.

Any force used must be appropriate in the sense that a "reasonable adult" should think it suitably addresses the tariff level of challenging behaviour. It should always be the last resort and in no circumstances be used in anger and / or to inflict pain.

Adults must avoid putting themselves into physical danger. If self-defense is necessary, then the minimum force must be used.

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety. Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out learners' PBSPs have a duty to report these to the Headteacher immediately, as there may be an impact on their own safety and that of colleagues and/or learners.

## TRAINING ISSUES

Training on managing behaviour at some level will be available for **all** staff at the East SILC. For most staff this is enhanced by Team Teach training in the use of Positive Handling and it is the responsibility of the Head of School/Head of Site to ensure this training is kept up to date. No member of staff will be expected to use Team Teach techniques without appropriate training. Arrangements for training will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

The East SILC is committed to using Team Teach. Team Teach Ltd is a training provider that is accredited through the Institute of Conflict Management and adheres to their Code of Practice on physical intervention.

## ACTION AND SUPPORT AFTER AN INCIDENT

### De-Brief (Learning from an Incident)

It is essential to 'debrief' as soon as possible after the incident (child / young person and staff member(s) involved), however all persons involved will require a short period of time to allow heightened emotions to dissipate before engaging in this process.

Training has been given to all staff on debrief procedures and systems.

At the East SILC, we will endeavor to follow this procedure.

- ISOLATE - we will ensure the person is somewhere quiet and calm;
- EXPLORE - we will allow the person to tell us what has happened first;
- SHARE - we will then give our (or other's) perspective of a situation;
- CONNECT - through careful questioning, we will connect the behaviour to the drivers,
- i.e. we will seek to discover not just what happened, but why it happened;
- ALTERNATIVES - we will explore alternative ways that a situation could have been dealt with;
- PLAN - we will ensure that plans are put in place (or reviewed if a PBSP already exists) to help us deal with any future incidents;
- ENTER (RE) - we will consider the emotional wellbeing of the person and how best to re-engage them back to their normal working environment.

The Head of School/Head of Site will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to

a member of staff or a learner, this will be pursued through the appropriate procedure:

- Review of Positive Behaviour Support Plan
- Child Protection Procedure (this may involve investigations by Police and / or Social Services)
- Staff or Learner Disciplinary Procedure
- East SILC Positive Behaviour Policy
- Exclusions Procedure in the case of violence or assault against a member of staff The member of staff will be kept informed of any action taken.

In the case of any action concerning a member of staff, he / she will be advised to seek advice from his/her professional association / union.

## RECORDING AND REPORTING OF INCIDENTS

If a restrictive physical intervention is used on a learner the Head of School/Head of Site must be notified at once. The name of the learner will then be recorded in the appropriate school document (Compass), along with the time, circumstances, witnesses, details of any injury sustained and the learner's responses. The parent(s)/carer(s) of the child will be notified as soon as possible via a telephone call or face to face and be given the opportunity to discuss the incident.

Appropriate documentation will be completed as soon as possible after the incident (within 24 hours), normally prior to staff going off duty and be signed by all staff involved and the Head of School/Head of Site.

### Monitoring Incidents

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Head of School/Head of Site to the needs of any learner(s) whose behaviour may require the use of reasonable force.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual learner and school needs.



## Staff from The Local Authority Working Within the School

Support Services will have their own policies for care and control of learners. When working within school it is the Head of School/Head of Site's responsibility to ensure that colleagues from any support service are aware of school policy and practice.

## Involvement of Children, Parent(S) / Carer(s), Families and Other Relevant Stakeholders

As stated throughout this policy, children, their parent(s) / carer(s), families and other relevant stakeholders will be involved at every stage when planning and implementing care and control protocols at The East SILC. They will be invited to take part in;

- The BILRA and PBSP processes
- Reviewing progress and the effectiveness of any plans put in place
- Any reviews or changes that need to be made to BILRAs and / or PBSPs

Parent(s) / carer(s), families and other relevant stakeholders will be notified as soon as possible, where there has been need to use an RPI or seclusion.

## Complaints

In the event of a complaint, the normal procedures of the school will be used and these will be made clear to all parent(s) / carer(s). It is possible that a dispute over the use of force by a member of staff could lead to an investigation, either under disciplinary procedures or by the Police and Social Services. DFE Circular 10/95: Protecting Children from Abuse gives specific guidelines about this and about procedures for dealing with allegations against teachers.

Whenever there is a complaint or allegation about a member of staff that relates to a child, the person responsible for investigation should in all circumstances undertake a consultation with the Local Authority Designated Officer (LADO) as a minimum contact.



If a parent / carer wishes to speak to an adviser from the Local Authority about the use of force by a member of staff, the telephone number for the School's Health, Safety and Wellbeing Team is Leeds 0113 2475800.

If parents have any general queries, Leeds Parent Partnership Service offer confidential impartial advice and information around children's Special Educational Needs, please contact them on Helpline 0113 3951200.

## WHISTLE BLOWING

Whilst the training in Team Teach provided to all staff, encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied.

Staff are reminded that part of their Duty of Care to learners includes the requirement to report any such matters which cause them concern in relation to learner management and welfare. Any such concerns should be raised with the Head of School/Head of Site or another Senior Manager or with the Chair of Governors in order to allow concerns to be addressed and practice improve.