



Behaviour Policy (incorporating physical restraint)

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An academy within:



“Learning together, to be the best we can be”



1. Introduction

- 1.1. "What is considered to be a disruptive behaviour is not always agreed upon by everyone. What must be agreed upon is that desirable behaviours are reinforced and used as a model for others".
- 1.2. The Willows School is a community where children and adults feel valued and respected. We recognise everyone is unique and should be treated fairly as an individual. We want to build up and foster a community where pupils feel safe and confident, where they are happy to learn and develop. We will not accept hurtful behaviours to others.

2. The Principles

- 2.1. This policy is to promote behaviour in a positive way, through good relationships between staff and students. A mutually supportive, caring and purposeful atmosphere helps us achieve our aims.
 - To create a warm, calm, orderly atmosphere that promotes a sense of community.
 - To achieve a consistency of attitude and approach by staff that gives a sense of security and safety and clear expectations to students.
 - To ensure consistent, effective management of behaviour across the school.
 - To ensure that all members of the school community are aware of our values and that they are reflected in our behaviour.
 - To promote the continual development of all staff and support new staff.
 - To ensure that all staff and pupils understand their roles and responsibilities within the school.
 - To develop a partnership with parents/carers in the behaviour management of their child.

3. Promoting Good Student Behaviour

- 3.1. At the Willows we consider it is important that praise and rewards should have a considerable emphasis within school and pupils will thus achieve recognition for a positive contribution to school life. The attention of our school should not



be limited to those whose academic work is outstanding or to those whose behaviour is consistently challenging. It is expected that good standards of behaviour will be encouraged through the consistent application of our school values supported by a balanced contribution of rewards and consequences within a constructive school ethos. It is important to develop and maintain consistency in the application of our reward system. It is also important that the pupils themselves become accountable for management of their own behaviour.

4. Aims

- To reward desired behaviours through positive acknowledgement.
- To ensure consistency between staff and pupils in rewarding behaviour tangibly.
- To maintain a consistent pattern of rewards, which are known, understood and agreed by all.

5. Rewards

- 5.1. Positive reinforcement throughout school is supported by our class Dojo system. The scheme allows children to have their own avatar and then given points for specific targets. For example answering questions, good listening, remaining on task, teamwork etc.
- 5.2. Class Dojo points can be exchanged for varied prizes that reflect the nature of class groups and pupils.
- 5.3. Class Dojo points should not be taken off pupils for inappropriate behaviour
- 5.4. Rewarding good behaviour through the use of rewards that are personalised and meaningful to each pupil.

6. Unacceptable Behaviour

- 6.1. The Willows believes that positive reinforcement is the most effective way of encouraging appropriate behaviour. However, there are occasions when it is in the best interest of the pupil to apply a consequence for inappropriate behaviour. Staff will make sure pupils are aware that their behaviour is unacceptable and that the behaviour is within their control before a



consequence is given.

6.2. Removal of a pupil from the classroom should only be used for the following reasons:

- To maintain the safety of all pupils and to restore the stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- To allow the pupil to regain calm in a safe space.

7. Consequences

7.1. The following consequences are applied consistently by staff in an attempt to correct undesirable behaviour.

- Time out in the quiet room supported by staff.
- Time out with the Pupil Support Team.
- Break time detention.
- Lunch time detention.
- Numerous detentions will trigger a point system report.
- Letter or phone call home to parents/carer.
- For the duty of care to pupils and staff pupils may be removed as a last resort to the quiet room using "Team Teach" approved escorts and holds.
- Internal exclusion supported by Pupil Support Team.
- Last resort fixed term exclusion.

7.2. Consequences given are based on the individual.

8. The Use Of "Positive Physical Intervention" To Manage Physically Challenging Behaviour At The Willows



- 8.1. The person responsible for the policy is the Headteacher. The policy will be reviewed annually by the Headteacher, Pupil Support Team and the Trust.
- 8.2. The policy is based upon Education and Inspections Act 2006 (part 7). Which replaced the earlier guidance including circular 10/98, "The use of Force to Control or Restrain child/young persons" and came into force on 1st April 2012. The policy should be read in conjunction with Rotherham MBC Positive Behaviour Management Policy (January 2009).
- 8.3. The policy has been prepared for the guidance of all teaching and support staff who come into contact with pupils with in the school to explain the school's arrangements for care and control. A statement about "Team Teach" is made to parents in the school prospectus.
- 8.4. Section 93 of the Education and Inspection Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing or continuing to do any of the following.
 - Committing any offence.
 - Causing personal injury to or damage to the property of any person (including the pupil himself).
 - 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.
- 8.5. Use of physical interventions is always the last resort and must be taken in the child/young person's best interest with the regard to the safety of all others and where it is absolutely necessary. Assessing and managing risk is central to the process of deciding whether to use force and ensuring that it is both reasonable and proportional to the circumstances.
- 8.6. Although every effort is made to observe and intervene early to keep incidents as low key as possible, occasionally some pupils need more intense intervention in the form of restrictive physical intervention (RPI). RPI refers to the positive application of force with the intention of protecting the pupil from harming themselves, others or seriously damaging property.
- 8.7. When using RPI staff must always consider
 - Which approach is in the **best interest of the pupil** (taking into account medical needs, physical disabilities and sensory impairments?
 - What is a **reasonable** amount of force?
 - What intervention is **proportionate** to the circumstance?
 - Which intervention is **necessary**?



- 8.8. Teaching and non-teaching staff should operate within an appropriate "Duty of Care" and follow the guidance within this policy.

9. Team Teach At The Willows

- 9.1. Team Teach is a holistic approach that promotes 95% de-escalation and 5% positive restrictive physical techniques that are effective with challenging behaviour. A huge emphasis is placed on preventing and de-escalating situations and behaviours using the "Help Script", before physical intervention becomes necessary, (the last resort).
- 9.2. However, "Team Teach" does recognise that there will be times when staff are left with no other option than to step in and use positive restrictive physical interventions.
- 9.3. All staff at the Willows are committed to "Team Teach" and we ensure that all staff are trained in the intermediate techniques. We aim to train newly appointed staff within a six-week period.
- 9.4. Any risk associated with physical intervention is covered in great depth during initial and refresher training. While Team Teach techniques seek to avoid injury to all pupils, it is possible that bruising or scratching may occur accidentally, these are not to be seen necessarily as a failure of professional technique but a possible side effect of ensuring that all pupils remain safe.
- 9.5. At the Willows we have three Team Teach tutors, they provide a two-day initial training as well as a one-day refresher course yearly.
- 9.6. All our parents are informed through the prospectus and transition visits.

10. De-Briefing Post Incident

- 10.1. Where appropriate pupils are given the opportunity to think about an incident.
- 10.2. This is done on individual basis which is linked to the pupil's level of understanding and these ideas will be included in the pupil's behaviour plan.



- 10.3. De-briefing aims to help pupils understand what has happened and why, learn better ways to act in given situations and rebuild relationships with those involved. It focuses on how the pupil feels and what their unmet need was or what they were trying to communicate.
- 10.4. In addition to this it is also important for staff to have the opportunity to debrief following an incident. This is usually done informally during a class meeting at the end of the day. Staff also have the option to meet with and discuss an incident of behaviour with the senior leadership team (SLT) or behaviour team if they choose to do so.
- 10.5. All positive behaviour plans are reviewed and evaluated on a regular basis.
- 10.6. They are updated a minimum of twice a year but best practice is for them to be updated if there is a change in behaviour or if the severity or frequency of a behaviour increases.

11. Positive Handling Plans and Positive Behaviour Support Plans

- 11.1. When classroom management is not effective in dealing with incidents of inappropriate behaviour, it may be necessary to write a Positive behaviour support plan and a handling plan.
- 11.2 The Pupil Support Team is responsible for writing the plans in consultation with the class teachers. The programmes include behaviour at present, possible triggers, how to manage the environment and clear instructions on how to intervene. The handling plan provides clear guidance on which positive handling technique should be used and which techniques should be avoided.
- 11.3 The class teacher, parent, member of the senior management team, pupil and a member from the pupil support team will sign the plan and programme. It will be reviewed every term. A copy of each plan is then shared with all staff on the intranet. Any supply or unfamiliar staff will be given the opportunity to read all plans.

12. Use of Secure Spaces



- 12.1. The Willows will ensure that pupils are not locked in a room or space, unless there are exceptional circumstances linked to immediate pupil/staff safety (e.g. as per lockdown procedures). At all times, The Willows will be compliant with the Deprivation of Liberty Safeguards (DOLS) and/or the Mental Health Act (MHA).
- 12.2. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of the individual pupils and/or pupils, staff and visitors from immediate risk, but this would be a safety measure and not a disciplinary sanction.
- 12.3. Classroom entrance and exit doors are not to be locked with a key that can only be unlocked by an adult.
- 12.4. Schools may have two handles on entrance and exit doors to classrooms – one at standard (waist) height, and another towards the top of the door. These doors are not locked, but have an enhanced system which provides a safe means of ensuring pupils are suitably safeguarded from leaving the classroom area of their own volition. This measure must be reflected in the class risk assessment and parents/carers informed.
- 12.5. It is acceptable, as part of our site health, safety and safeguarding measures, to have secure buildings or areas of the school building e.g., departments, entrance ways etc., which pupils can move freely within.
- 12.6. Where it is necessary for the safety and protection of a child to place them in a room that is secured and only unsecured by an adult, this should be in exceptional circumstances which is underpinned by a multiagency risk assessment and be reflected in a child's EHCP and/or their care plan. These measures must be used as a short-term measure, and a multi-agency review must be held at least fortnightly. Parental consent must be in place and documented in all instances.

13. Recording Incidents Of Positive Handling

- 13.1. When incidents of positive handling occur it should be recorded on CPOMS and then in the green bound and numbered book, books are kept in the room of Pupil Support Team. The book and page number should be implemented within the recording of CPOMS. Once the incident form is completed it should be signed by a member of SLT or Pupil Support. All documentation should be completed within twenty-four hours of an



incident.

- 13.2. After any crisis pupils will be offered a repair and reflection process by the member of staff involved.

14. Responding To Complaints And Allegations

- 14.1. Parents/carers and children/young people have a right to complain about actions taken by school staff. This might include the use of force. The complaints procedure is available on the Willows and Nexus MAT websites. If a specific allegation of abuse is made against a member of staff, then the school will follow the guidance set out in the school safeguarding policy.

15. The Pupil Support Team/Team Teach Instructors

- Oversee the implementation and review of behaviour programmes, handling plans and risk assessments
- Maintain a central record of training.
- Monitor and evaluate the effectiveness of the behaviour policy
- Support staff in dealing with behaviour issues
- Co-ordinate Team Teach training for staff
- Monitor, evaluate and report all incidents and positive handling records.
- Care for the needs of pupils unable to access learning.

16. Searching

- 16.1. School staff can search a pupil for any item if the pupil agrees.
- 16.2. Headteacher and staff authorised by the head have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds or suspecting that the pupil may have a prohibited item.

Prohibited items are:



- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers, e-cigarettes
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence, or
 - To cause personal injury to, or damage to the property of, any person (including the pupil).

The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

17. Important Definitions

- Seclusion involves forcing a person to remain alone in a room or building by locking them in against their will. Without a court order it would be difficult to justify other than in an extreme emergency.
- Time out is a planned and written intervention for a child /young person to leave the classroom.
- Withdrawal allows a child to leave a classroom if they feel they are in crisis.