

December 2019

# Managing Behaviour & Bullying



<i>Date</i>	
<i>Approved by Governors</i>	December 2019
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# Introduction

## Promoting a positive ethos in Stanley School

At Stanley School we aim to create a climate where pupils enjoy learning, participate in a wide range of activities, access the curriculum at an appropriate level and achieve high standards. Members of staff work to promote positive relationships, trust and cooperation to secure an enjoyable learning environment where expectations are clear and conflict is minimised. Each child is valued and strategies are based on care and respect for others.

At Stanley School we aim to:

- Foster children's respect for themselves and others
- Ensure that all pupils understand what is meant by good behaviour.
- Provide a positive and enjoyable learning environment, where good work and behaviour rewarded.
- Work closely with children, parents, carers, governors and other professionals to promote good behaviour.
- Ensure that all staff are aware of the positive and valuable role they play in encouraging good behaviour.
- Staff are required to maintain good order among our pupils and safeguard their health and safety both on the school premises and when involved in authorised activities elsewhere. Linked to this duty of care is the requirement to act in "loco parentis" in the manner of a responsible and caring parent.

## Aims of behaviour management

Behaviour management should be an integral part of the curriculum which teaches appropriate and relevant social skills to all pupils, thus allowing them to participate fully in the life of their home, school and local community.

A behaviour management programme will be necessary for a variety of reasons, including the following:

- To ensure the safety and wellbeing of a pupil.
- To ensure the safety and wellbeing of members of staff, pupils or of the general public.
- To protect the environment.
- To protect pupils from self-inflicted abuse or injury.

- To divert pupils from inappropriate to appropriate behaviour.
- To teach pupils to have self-control, and subsequently to take responsibility and be accountable for their actions.
- To teach pupils that actions and choices have consequences.
- To allow pupils to develop and demonstrate positive abilities and attitudes.

**Staff at Stanley School are aware that many pupils cannot devise strategies themselves for managing difficult situations or addressing their challenging behaviours. It then becomes the responsibility of the adults around them to devise and implement these strategies as a part of meeting the child's needs.**

Stanley School has a designated E-safety Policy and safe use of mobile devices document. ICT is a cross curricular subject and supports the children's learning in all subject areas. Mobile devices and computers are used to extend the children's knowledge and understanding via access to the internet and other approved websites.

The school's e-safety co-ordinator is Mike Farrelly.

Stanley School celebrates the value and importance of technology and the internet has become a vital source of learning for our children.

E-safety encompasses not only internet technologies but also electronic communications such as mobile phones and wireless technology.

It is vital that staff support the children when accessing the internet and reinforce the following rules at all times.

- People who you do not know are strangers. You cannot trust them.
- Be nice to people on the internet.
- Keep your personal information private.
- If you get that 'uh oh' feeling tell a grown up you trust.

## **Parents**

The school is committed to working in partnership with parents.

Parents have a unique knowledge of their own children. Their knowledge and experience will prove invaluable in unravelling the problems in the child's behaviour at home, school or in other environments.

At Stanley School we expect that parents will:

- Be involved and support us in helping to meet our aims.
- Feel confident that everything is being done to make sure their child is happy and safe at school.
- Be informed about and fully involved in all aspects of their child's behaviour.

## **Multi Professional working**

The majority of pupils who are referred for help will have other services involved with them. If they have not, consideration should be given at the outset as to who should be alerted and invited to contribute to discussions on how to respond to and manage problematic behaviours. The school will undertake and coordinate this work.

All professionals and other family members will be encouraged to contribute and take part in any meetings that are held. However, as these can be working groups extending over a period of time, commitment must be given and attendance restricted to those directly concerned. The idea may be to establish a stable group of people who will attend a number of meetings that are held to review strategies.

## **Principles underpinning this work**

At Stanley School we aim to work in partnership with all. To be successful with this we aim to involve the following principals and good practice.

### **Staff:**

- Working closely together.
- Establish and agree explicit common aims.
- Acknowledge the complimentary nature of their expertise.
- Show mutual respect and trust.
- Communicate successfully.
- Negotiate all decisions and actions.
- Honestly and Flexibility.
- Recognising limitations in your own lack of knowledge and experience.

### **Pupils:**

At Stanley School we aim to help pupils to:

- Respect their peers in the way they talk to and treat each other.

- Learn to co-operate and work alongside each other.
- Respond positively to the adults who work with them.
- Learn to respect their environment.

### **Governors:**

We expect our governors to:

- Know that staff are constantly striving to provide a safe, happy and stimulating environment.
- Be fully informed of matters concerning behaviour.
- Support the Head Teacher and Staff in the implementation of this policy.
- Play a full and active role in ensuring we meet our aims.

### **Parents:**

We work with parents to:

- Identify effective strategies for managing pupil behaviours.
- Involve multi agency and specialist support where necessary.
- Provide behaviour and communication workshops.
- Keep parents fully informed and updated in all aspects of their child's behaviour.

### **Outline of good Practice**

At Stanley School we aim to promote good behaviour by setting high standards and applying rules firmly, fairly and consistently.

Staff are aware of the requirement to:

- Reward and praise positive work and behaviour.
- Create and sustain a positive, supportive and secure environment.
- Provide stimulating lessons with personalised learning outcomes for all pupils.
- Ensure that the learning environment is structured and pupils are aware of the structure and routine for each day.
- Provide a total communication approach.

Where incidents of behaviour occur staff are aware of the requirement to assess the situation and implement the following strategies.

- Use of humour
- Distraction
- Low arousal
- Use of appropriate language at a level the individual pupil understands.
- The use of shouting should only be used to alert a child to danger.

## **General discipline policy**

### **Code of behaviour**

Certain behaviours are viewed as unacceptable in Stanley School these are not definitive but can include:

- Taking other people's property without permission.
- Destructive behaviours.
- Bullying
- Inappropriate sexual behaviour:
- Violence.
- Behaviour that may impede the learning of others
- Foul language.

### **Encouraging positive behaviours**

A child's behaviour is not usually isolated; it impinges on other people whether intentionally or not. The response of others will influence its maintenance. In this way cycles are set up for positive or negative behaviours.

In order to reward positive behaviour and appropriate responses in the children, the following could be used according to the interests, needs and developmental level of individuals.

### **Rewards**

The following are possible rewards:

- Verbal praise.
- Choice of a favourite activity.
- Going to someone else for praise, e.g. Head Teacher.
- Individual recognition or awards during assembly.
- Tangible reward, e.g. food (remember the dentist!), reward stickers, stars etc.
- Jobs/responsibilities.
- Notes home / certificates.
- Specific awards systems used in school stickers, special claps and Star of the week

## Responding to unacceptable behaviour

At Stanley School, staff are aware of their responsibility to take a more global view of teaching socially acceptable behaviours. The key principal is that they should teach behaviours in a positive way rather than merely intervene when unacceptable behaviours occur. This is done through activities such as:

- Circle Time
- Citizenship Activities
- PSHE lessons
- Assemblies
- Learning Outside the Classroom
- Sensory based activities.

## Sanctions

A system of positive rewards and incentives are developed within school and at an individual class level. Wherever possible, pupils are involved in identifying these.

The implementation of school and class rules will be separate to **structured behaviour strategies** and will be largely informal.

### Verbal reprimand

The use of verbal reprimands and their intensity should be appropriate to the communication and comprehension of the pupil, and in context, given the nature of the incident and the desired outcome. It may only need to be quite mild. It is good practice that staff talk through the incident with pupils so that they understand how they misbehaved and why it was wrong. Shouting, gesture and body language that is intended to threaten or intimidate is not acceptable.

## Withdrawal

For example, sitting down on a bench in the playground or returning to class is best if used in conjunction with a verbal reprimand or explanation. This strategy may allow various parties to be separated and to calm down; it allows the staff to explain the problem; it may physically prevent further conflict and it will underline to the pupil that something is wrong. The time should not be excessive and should not be carried on over a number of sessions, because if the pupil has not clearly recognised their misdemeanour, it is unlikely that repeated withdrawal long after the incident will prove effective.

**Reprimand by another**, e.g. taken to senior member of staff.

**Removal of a privilege** (e.g. free time at the end of the day; free choice of activity).

**Any sanctions must be appropriate and fair and must be enforceable. They must be graded to fit the circumstances and the individual pupils needs.**

Where possible it is good practice to restrict sanctions to the session they occur in. For example, a misdemeanour in swimming should be dealt with by the staff present at the time and through the use of an appropriate sanction related to swimming. Staff should try to avoid stopping a pupil taking part in an activity because of a problem that may have happened earlier, or regularly withdrawing a pupil from a timetabled activity.

## Use of Sanctions

When dealing with behaviour, staff at Stanley School are always conscious they maintain a child's self-esteem and that it is the behaviour that is unacceptable, never the child. Wherever possible we encourage negotiated sanctions which are closely linked to and match the incident. Therefore, wherever possible we:

- Check by asking the child if they understand why they are in trouble.  
Establish if he/she knows the behaviour is unacceptable
- Explore the effect the behaviour has on others.
- Examine strategies to avoid the same situation in the future.
- Encourage our pupils to think of or offer some alternative strategies.

Sanctions to be used with individual behaviour management plans must be approved by the Head Teacher and parents.

- Sanctions must only be applied as specified on the behaviour management plan.
- All staff are aware of their duty to carry out approved behaviour strategies to ensure a consistent approach by all concerned.

## **Prohibited sanctions**

The **Department of Health** guidelines make it clear that the following sanctions are prohibited:

### **Corporal punishment**

This term is taken to cover any intentional application of force as a punishment, including slapping, throwing missiles and rough handling. It would also include punching or pushing in the heat of the moment in response to violence from young people.

### **Deprivation of food and drink**

This includes the denial of access to the amounts and range of meals and drinks normally available.

### **Restriction of visits**

Restriction or refusal of contact as a punishment is not permitted. It is recognised that children sometimes need to be protected from visits. It will continue to be legitimate to control unplanned visits.

### **Requiring a Child to Wear Distinctive or inappropriate clothing**

This should include any recognisable punishment, uniform or badge, and clothes, footwear or hairstyle, which are inappropriate to the time of day and/or the activity being undertaken.

### **The Use or the Withholding of Medication or Medical or Dental Treatment**

This would be a dangerous and utterly unacceptable practice and is accordingly totally forbidden in all circumstances, whether as a method of punishment or control.

### **Intentional Deprivation of Sleep**

This is totally unacceptable.

### **Intimate Physical Searches**

This is totally unacceptable. Searches of clothing or property may be necessary on occasion not as a punishment but, if possible, with the permission of the child/young person. If it is suspected that the child/young person has secreted drugs on his/her person, then the police should be notified.

### **The Use of Accommodation to Physically Restrict the Liberty of Any Child**

The use of any form of accommodation to restrict the liberty or otherwise isolate any child is totally prohibited, except in premises approved by the Secretary of State for use as secure accommodation and under an order made by the court pursuant to Section 25 of the Children Act 1989 and the Secure Accommodation Regulations 1991. However, the use of double or high door handles in

classrooms or locking outside doors as a safety measure and /or security precaution when children are **supervised by an adult** would be considered a reasonable measure to prevent a significant risk.

## **Stanley School Policy on Behaviour Management**

Behaviour management programmes develop strategies agreed by the pupil (where appropriate) parents / guardians and all carers. These strategies are implemented where the target behaviour has been identified. This forms an integral part of school curriculum both academic and pastoral. This develops appropriate and relevant social skills, thus allowing all pupils the opportunity to participate fully in the life of the school and community.

### **A behaviour management programme will have agreed strategies:**

- To develop positive patterns of behaviour.
- To develop self-control.
- To improve pupils self-esteem.
- To ensure the safety and wellbeing of pupils, staff, visitors, members of the public and carers.
- To recognise and develop strategies for inappropriate behaviour.
- To implement planned strategies that respond to behaviours which represent:
  - A danger to the pupil.
  - A danger to others.
  - A danger to property.
  - Have a negative impact on the learning of other pupils
- All responses and strategies will follow a **Graded System** of response appropriate to the situation and level of challenge that the behaviour presents.

## **Intervention**

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Staff training will develop a graded approach to intervention techniques. The term “intervention” does not only apply to physical intervention. It can and should include a range of non-physical intervention techniques which are used initially. Physical intervention should always be seen as an absolute last resort when all other strategies have been explored and the safety and wellbeing of the pupil and those around them is at risk. Any form of intervention that is planned is based on knowledge of recurring patterns of behaviour for an individual pupil. The planned intervention to be used with this pupil is documented in the individual’s behaviour management strategy.

Intervention, which is used in an emergency situation, should only be in response to behaviour previously not experienced or behaviour which school staff have no prior knowledge of. Techniques used in this situation should still be based on the principals, skills and knowledge given to staff as a part of their training, along with their professional standards and use of common sense.

## **A hierarchy of intervention**

Team Teach Techniques are based on a gradual and graded approach using guides, controls and restraints. Staff must ensure that they select and apply a guide, a control or a restraint that is reasonable, proportionate and necessary and in the best interests of the pupil at all times.

- **Guides** – Used when there is minimal resistance from the pupil.
- **Controls** –Used when there is moderate resistance from the pupil.
- **Restraints** – Used when there is rigorous resistance from the pupil.

Stanley School currently adopts this **five stage model** to avoid, diffuse and respond to challenging behaviours

### **1. Causes**

Clearly if these can be ascertained a major step can be taken in terms of avoidance. Do certain things trigger an incident with a pupil? For example, requests to do something they dislike. If this can be identified then there is a chance of avoiding the situation altogether.

### **2. Avoidance/prevention**

Staff at Stanley School are aware that the way they react to an incident of challenging behaviour can impact upon the outcome and duration of the incident. Staff are aware of the requirement for a low arousal calm approach at all times.

If a child communicates a dislike for a certain activity consideration is given as to how important it is for the pupil to take part in this activity.

Compliance should not be just for its own sake. With avoidance strategies the importance of environmental considerations should not be overlooked, e.g. arrangement of the classroom, composition of the group, noise levels, etc. Assuming attempts at avoidance are inappropriate or have failed, staff should be aware of three things, warning signs, diffusion strategies, and finally the need to summon assistance.

### **3. Warning signs**

These may or may not be present, but if they are, then they are a cue to attempt diffusion strategies.

These signs are often very specific to the individual, and will become known to those working closest with the pupil.

## 4. Diffusion

Assuming all previous strategies have failed and an incident is beginning, there may be ways of calming the situation down. Many of these are done by staff naturally. These may include distraction, humour, physical contact (hug, reassurance) and talking quietly and calmly.

For those who can understand it may be possible to offer solutions or temporary solutions e.g. 'let's go next door and talk about it'.

Often a new face appearing with a completely unrelated request can work. It may sometimes be necessary to remove the source of the problem or the group as a whole. Removing the pupil to another place may also be desirable.

### **Supportive holding and the school's approach to the use of physical intervention**

Physical intervention can be described as 'any method of responding to challenging behaviour which involves some degree of direct physical holding to limit or restrict movement of mobility'. The idea is that there is some kind of resistance exercised by the person to whom the hold is applied. Forms of Physical intervention can include

- Guiding
- Blocking
- Supporting
- Isolating
- Holding
- Comforting
- Emergency intervention

This form of intervention will only be used as a last resort in the graded approach to behavioural management. Staff using holding techniques must be sure that the situation justifies this form of intervention and the techniques used are in accordance with the training provider's guidelines, currently Approach, and involve the appropriate number of trained staff.

All incidents of supportive holding must also be recorded on the schools online behaviour recording tool SLEUTH.

### **Some general points when Using Supportive Holding Techniques**

Be aware of the **surrounding area**. Hard floors or carpets can both cause different injuries. Tables, chairs, glass or equipment can all cause injury.

Be aware of **staff and pupil clothing**, which may cause injury – rings, chains (neck), ties or heavy shoes,

Supportive holding should be for the **minimum time required** and withdrawal gradual.

Avoid having an **audience** of staff or pupils.

The **dignity of pupils** should be maintained at all times in relation to clothing and the way they are spoken to during and after an incident.

**Body weight** is never placed directly on any part of the body.

In using any form of intervention with a pupil it is vital that all staff recognise the distinction between different types of action and the effect that it can have on the incident. It is also crucial that they understand the need of the **highest possible standards of professional conduct**, regardless of the situation that they are involved in.

**It may be useful to remember that when a pupil's behaviour is at its worst, their most trying, their most frustrating, then that is when the member of staff must be of their most professional.**

## **5. Physical Intervention**

### **Positive Handling and Restrictive Physical Intervention**

If the strategies outlined above are unsuccessful or the situation escalates so rapidly that physical intervention is required immediately, then clear guidelines must be followed and staff must be fully trained to carry this out.

Section 550a of the Education act 1996 and DFEE circular 10/98 allow teachers and other members of staff at school who are authorised by the head teacher, to use such force as is reasonable in circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage property.

This guidance extends to maintaining good order and discipline for both on and off site activities.

Positive Handling should only be used in circumstances where all other strategies which do not employ force have been tried and found unsuccessful or in an emergency situation.

At Stanley school, staff had two day training in Team teach (September 2019).

Where physical intervention is used regularly, discussion must take place about the best ways to do

this. A programme must also be in place which seeks to minimise the behaviour.

There is no legal definition of force. The criminal law act (1967) allows any person to use such force as is reasonable to prevent an offence (e.g. physical assault being committed). Reasonable force must be a matter of personal judgement.

All teachers have professional 'duty of care' within their jobs which is underwritten in paragraph 58.7 School Teacher Pay and Conditions Document 2009.

This framework is designed to enable two or more staff authorised by the head teacher to use force as they deem reasonable in order to prevent pupils from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself)
- Engaging in a behaviour which is prejudicial to the maintenance of good order and discipline of the school or among its pupils, whether it is during a teaching session or otherwise.

Examples of this could include:

- Pupils attacking a member of staff or another pupil
- Pupils putting themselves at risk by self-injurious behaviour or sensory seeking that may become **too** engrossing for their well being
- Pupils fighting
- Pupils causing or at risk of causing injury or damage by accident, by rough play or by misuse of dangerous materials, substances or objects
- Pupils causing damage to equipment/resources/meaningful belongings to themselves or others
- A pupil running in the corridor or stairway in a way which he/she might cause an accident likely to injure himself/others
- A pupil puts themselves at risk by absconding from class or trying to leave school
- A pupil persistently refuses to obey an order to leave a classroom
- A pupil is behaving in such a way that is seriously disrupting a lesson and education of themselves and others

Physical Intervention lasting longer than fifteen minutes, be it physical or by placing in a room, should be reviewed.

Stanley School Staff are not permitted to be involved in incidents of physical restraint for lengthy periods of time for their own and in particular the child's sake.

**All incidents are recorded. On the schools on line behaviour management tool SLEUTH. This is detailed in the section **Assessment, Recording and Reporting**. Any action taken must be demonstrated as being commensurate with the level of potential harm.**

Restrictive Physical Intervention (RPI) is the positive application of force with the intention of protecting the pupil from harming themselves or others or seriously damaging property.

The proper use of Restrictive Physical Intervention requires skill and judgement as well as knowledge of the agreed non-formal methods of positive handling in place at Stanley School that are appropriate to the individual.

The decision to use restrictive physical intervention must take account of:

- In the **best interests** of the pupil – taking into account all the relevant circumstances
- Must only employ a **reasonable** amount of force
- Must be **proportionate** to the circumstance
- Must be **necessary** - based on an assessment of risks associated with intervention compared with the risks of not employing physical intervention.
- Medication/illness
- Physical disabilities
- Sensory impairments

Elevated risks when using Restrictive Physical Intervention

- Positional Asphyxia
- Pressure to the neck
- Prone holds
- Supine Holds
- Seated Holds
- Standing Holds
- Extreme Exertion

If at **ANY** point during RPI staff become unsure of the pupil's breathing (including the pupil stating that they cannot breathe) or feel that their medical situation has changed, staff **MUST** take **IMMEDIATE ACTION** and either release the pupil or modify the hold. This provides an opportunity to improve breathing or to re-engage if needed. This should be recorded and reported following the correct procedures.

Restrictive Physical Intervention at Stanley School **must not** include;

- Hitting a pupil
- Deliberately inflicting pain on the pupil
- Deliberately preventing all movement
- Deliberately blocked pupil's senses e.g. eyes, ears, mouth etc
- Restricting pupil's breathing
- Contact with sexually sensitive areas
- Using techniques that staff are not up to date with regards to training
- Using non-Team Teach physical techniques
- Using objects with a primary purpose to assist with RPI
- Using force as a punishment

## **Non Physical Intervention Techniques**

### **Intervention Strategies**

These are some of the non-physical techniques which are implemented by Stanley School Staff. It is not a definitive

list as strategies are designed to be individual and personalised. These however can include:

'How we intervene is as important as why we intervene'

- Ignore.
- Structured learning environment.
- Stimulus control.
- Visual timetables.
- Low arousal.
- Reward
- Redirect
- Alter curriculum provision
- Wait
- Short breaks
- Change of face
- LOTC access
- Use of motivators.

## **The learning environment**

Staff at Stanley school are aware of the importance of planning an environment and the effect on the people who experience that environment. Creating a positive learning environment is a consistent factor in a pupil's school experience or it may be used to create a mini break.

Use of smaller teaching rooms ensure that pupils are able to work within their own space and away from noise or sensory overload if necessary.

Short breaks are used at any time in the class, to re-establish the learning environment. These breaks ensure that pupils are able to take a break from the activity and restart when they are refreshed.

Pupils with Sensory Processing Disorders are identified and the appropriate interventions implemented within class.

## **Verbal and Non-verbal calming**

The strategies suggested under these headings have a common factor in many of the **Non Physical Intervention techniques currently being implemented at Stanley School.**

### **Non-verbal calming**

- Facial expression.
  - Body language.
  - Calm – music, space, limited space, massage.
  - Distraction.
  - Comforts.
  - Environment.
  - Communication.
  - Eye contact.
- **Verbal Calming**
- Tone of voice.
  - Appropriate Language.
  - Re assurance.
  - Praise.
  - Distraction.
  - Humour.
  - Understanding.

## **Seclusion, Time-out and Withdrawal**

Staff should understand the difference between these three actions.

**Seclusion** is where a child is forced to spend time alone against their will. There are numerous legal implications around this action which are enshrined in the Children Act 1989, the Human Rights Act 1998 as well as criminal and civil law. The guidance document (LEA /0242/2002) states that it should only be considered outside the Mental Health Act 'in exceptional circumstances' (Para 3.12). The school should therefore only consider this option after all others have been looked at and there has been discussion with parents and carers and other professionals.

**Time out** involves restricting the child's access to positive reinforcement as part of a behaviour programme, for example, sitting on a chair at the side of the class.

**Withdrawal** involves removing the child from a situation that may be causing them anxiety. They will be monitored, observed and supported during this time.

The use of high door handles and locking external doors is considered 'reasonable'

## **Use of Calming Rooms**

All staff are aware of the responsibility to differentiate between the use of time out as part of a Behaviour Management strategy, and simply taking a pupil away from a distressing situation to calm down and be 'talked down'. This is often impossible in a busy classroom. Therefore going to a quiet soft play, calming room to do this is acceptable. Also there may be cases where the needs of the child are such that they may need certain restrictions on their liberty for their own safety. This will come under the formal behaviour programme and be subject to approval and discussion with parents and professionals.

## **The use of mechanical restraints**

LEA/0242/2002 states that:

Devices which are required for a therapeutic purpose, such as buggies, wheelchairs and standing frames (including any supporting harness) may also restrict movement. Such devices should never be provided for the purpose of preventing problem behaviour, although, in extreme circumstances, they might be used to manage risks as defined in section 6. A decision to use therapeutic devices to prevent problem behaviour (for example, strapping someone into a wheelchair) must be agreed by a multi-disciplinary team in consultation with service users, their families (and in the case of children, those with parental responsibility) and advocates, and recorded within an individual's care plan/ Positive Handling Plan.

Devices that are designed specifically to prevent problem behaviours should be considered a form of restrictive physical intervention, even if the service user does not resist the use of such devices. For example, arm splints or protective garments might be used to prevent self-injury. They should only be introduced after a multidisciplinary assessment which includes consultation with service users their families (and in the case of children, those with parental responsibility) and advocates. If used, they should be selected carefully to impose the least restriction of movement required to prevent harm while attempts should continue to be made to achieve the desired outcomes with less restrictive interventions. Such devices should only be used by teachers and carers who have received specific training in their usage. The rationale for using any devices and the circumstances in which they may be used must be clearly recorded within an individual's care plan/ Positive Handling Plan.'

## **Medication**

For some pupils intensive multi-disciplinary work may not ameliorate the challenging behaviour. The use of medication when all other options have been tried may be seen as less restrictive than, for example, continual Physical intervention. Education staff should not recommend medication, particularly to parents. However they may present evidence of their interventions to a paediatrician for their view.

## **Staff Limitations**

Staff should be aware of their own physical limitations and try not to put themselves in situations which may go out of control. It helps in these circumstances to plan ahead where possible and to know likely flash-points and make contingencies. This may mean knowing where other staff are or ways of handling a pupil to calm him/her down.

## **Frequency**

The frequency of challenging behaviour amongst the pupils may vary. If problems occur regularly with the same pupil, then coping strategies must be planned in advance. If they are infrequent, then it is

more difficult to do so. Once an incident of challenging behaviour has occurred twice or more with the same pupil, then staff must devise a planned response for how they will respond to any future occurrences.

## **Proactive use of supportive holding techniques at Stanley school**

### **Department for Education Use of reasonable Force; Advice for head teachers, staff and governing bodies. 2013**

DfES guidance July 2013 states that, although this list is not exhaustive schools can use reasonable force to:

- Prevent a pupil behaving in a way that disrupts a school event, trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety.
- Prevent a pupil from attacking a member of staff or another pupil or to stop a fight in the playground ; and
- Restrain a pupil, at risk of harming themselves through physical outbursts.

School cannot:

- Use force as a punishment—it is always unlawful to use force as a punishment.

### **Telling parents when supportive holding or force has been used on their child**

DfES guidance July 2013 states that:

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents.

In deciding what a serious incident is staff should use their professional judgment and consider the:

- Pupil's behaviour and level of risk presented at the time of the incident.
- Degree of force used.
- Effect on the pupil or member of staff.
- The child's age.

### **Staff Training**

Guidance from the DfES document 2013 states that;

Schools need to take their own decisions about staff training. The head teacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

At Stanley School all staff are trained in a recognised system of Supportive holding, and in the skills and knowledge associated with the management of pupil behaviour.

- Training for these staff is updated regularly.
- Training is provided as a part of the induction for new staff
- Records are kept of all staff who have undertaken training
- Training is provided by external trainers with national expertise in this area

## **Assessment**

The assessment and recording of a pupils behaviour is a crucial aspect of schools work in behaviour management. Equally important is the recording of any action taken by staff.

There are a range of assessment, recording and reporting documents used in school all of which serve a clear purpose

## **Risk Assessment**

Schools produce a large number of risk assessments that cover the range of activities that the pupils participate in while at school. In addition other risk assessments are in place which covers staff, visitors and other adults on site. Where anyone at school participates in an unusual activity or one that occurs off site then an initial assessment will be undertaken and where necessary formal Risk Assessments will be written.

In relation to pupil behaviour, some of the general Risk Assessments will identify and address the risk of injury to child and others while engaged in everyday school activities , for example while pupils are playing on the school yard. **There may be situations however where an individual child behaves in a particular and identified way that presents a risk of injury to themselves or others. Where this was the case an individual Risk Assessment would be completed that identifies their hazardous behaviour, assesses the risk that it presents and lead onto the drawing up of an individual behaviour strategy.**

## **Antecedents / Behaviour / Consequences Analysis**

**As part of the drawing up of an individual behaviour strategy for a child staff may compile an Antecedents / Behaviour / Consequences Analysis, frequently referred to a ABC analysis. This seeks to record what**

happened directly before a specific behaviour or incident, what happened during the incident and what happened directly following it. For example

All of these stages would also contain details of the date, time, duration etc. and may include further information about the environment, other pupils and adults in the vicinity etc.

Antecedents / Behaviour / Consequences Analysis are used to try and log all incidents of the specific behaviour that is causing concern. It can be equally successfully used in situations outside school and comparing results can be very helpful and informative. Staff are looking for patterns of behaviour, and if they are able to identify these they can then draw up a management strategy that aims to reduce the incidents of this behaviour occurring.

## **Analysis of escalating behaviours**

Where an incident of unpredictable challenging behaviour occurs for the first time staff cannot anticipate this happening. They therefore cannot always have in place a risk assessment relating to the dangers associated with this behaviour, nor a planned strategy to respond to the behaviour and to reduce the risk of it reoccurring. Their response would therefore be regarded as being an 'emergency intervention'. Where a pupil exhibits identical or similar challenging behaviours in the future however one may have the potential to see a pattern emerging. Some incidents are so infrequent that staff are unable to anticipate them happening or to undertake any meaningful ABC analysis.

More regular incidents of challenging behaviours must however result in staff drawing up a planned management strategy which included detailed analysis of the pattern of escalation examining all of the contributing factors including possible triggers, consequences etc. This analysis will largely be similar in format to the ABC analysis but is concentrating on the frequency of the behaviour. In time, the success of the planned strategy will be judged on the reduction in the incidents of the target behaviour.

## **Individual Behaviour Strategies and Plans**

Where a pupil exhibits challenging behaviours then an individual behaviour plan will be drawn up by staff in consultation with the child's parents and any other relevant parties. This will contain details of

- What behaviours the plan is focussed on reducing – a child may demonstrate more than one behaviour that cause concern and may be detrimental to their wellbeing and education for the wellbeing of those around them
- What strategies will be used by staff to avoid or defuse the situation that leads up to the target behaviour , and details of how staff will respond should the behaviour occur.
- What recording of the incidents of the behaviour will be kept , and who these will be shared with.

- When the planned behaviour strategy will be reviewed and evaluated

All Individual Behaviour strategies **must be agreed with parents**, who must sign a copy of the documentation. This confirms that parents

- recognise and accept the challenging behaviour that their child presents at school
- are aware of the behaviour plans that the school have produced
- agree to the planned strategy that the school intend to implement
- have been informed as to how the behaviour plan will be evaluated, when this will be and what part it will play.

### **The use of SLEUTH and Monitoring of behaviours**

The school has in place clear systems for recording all instances of challenging behaviours and the use of Restrictive Physical Interventions. The systems and frequency of the recording used with each pupil will be outlined in the Individual Pupil Behaviour strategy. This will vary between pupils. Each member of staff has their individual password and user name. If this is needed to be re-set they are to ask for it to be reset by one of the sleuth admins; Ceri Walker, Emma Jones or Mike Farrally

Staff use a goal scoring system on pupil behaviour plans to establish a baseline for all incidents of behaviour. These behaviours are then monitored and the goal system used to establish if the implemented strategies are decreasing the numbers of incidents for each individual pupil.

The School SLEUTH on line behaviour recording system can also be used to confirm if behaviour is improving and reports can be printed to establish antecedents for behaviours and if strategies being implemented are having a positive impact upon these. All incidents of supportive holding and physical intervention are recorded on the SLEUTH system.

SLEUTH updates are presented to the Head at the beginning of each week which summarise the previous weeks' incidents. These are then analysed by SMT.

Individual recordings of incidents made, are discussed by staff within Teacher meetings and Team meetings.

### **Reporting to Others**

The school has in place clear systems for recording all instances of challenging behaviours and the use of Restrictive Physical Interventions (RPI). The systems and frequency of the recording used with each pupil will be outlined in the Individual Pupil Behaviour strategy. This will vary between pupils.

On weekly basis, the number of incidents recorded on SLEUTH at Stanley school are put in to a report and passed on to the head teacher to review. Individual recordings of incidents made, are discussed by staff within Teacher meetings and Team meetings.

The School SLEUTH on line behaviour recording system can also be used to confirm if behaviour is improving and can establish if strategies being implemented are having a positive impact upon these.

Sleuth data may be used during medical and/or Multi-disciplinary meetings where specific matters may be discussed involving staff outside of Stanley School.

## **SLEUTH DATA**

Any incidents that require the use of restrictive physical intervention **MUST** be recorded on SLEUTH, however, we encourage all disruptive and negative behaviours and any changes in behaviour to be recorded where possible. If staff have physically intervened with a child using team teach techniques this is to be recorded on SLEUTH.

All staff have an individual username and password. It is their responsibility to remember and use their own password. If in the event staff forget their password, then they can seek a member of the Sleuth admin team to have this corrected. Sleuth can be accessed online and incidents can be recorded while off Stanley School premises. However it is staff's responsibility to ensure that the external access is secure and that they follow school policy and procedures. They must also remember to log off when reports are complete.

When entering incidents on Sleuth, it is important to have qualitative data rather than quantitative. Staff should follow the guidance given when completing reports (see appendix 1). Staff should ensure that all required boxes are completed and any relevant staff informed e.g. the Head Teacher needs to be notified of the use of any holds have been used but no other notifications should be forwarded unless it is agreed in advance.

If staff feel that Sleuth functions need updating e.g. new behaviours, new subjects, new locations to be added please seek a member of the Sleuth admin team.

Sleuth data is very useful to identify patterns, increases and decreases in incidents, levels of behaviour, staff and pupil conflict etc. This information should be used proactively and help to plan for the future in order to reduce incidents, the length of incident times, and the length of time spent in restrictive physical intervention and injuries to staff and pupils. The data can be presented in graph form and should be used during multi-discipline meetings, medical reviews, annual reviews, and to support Individual Education Plan targets where appropriate. Governors and others can view the information if the head teacher deems it appropriate.

## **Injuries to staff, pupils and others**

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

If a member of staff is injured during an incident then they should leave the incident as soon as it is safe to do so to seek medical advice from a first aider. The injured member of staff should complete an accident at work form and pass it on to the head teacher. If this form is filled out head teacher to organise a reflective discussion and evaluation must be completed. Any injuries to staff must also be recorded on Sleuth during the reporting of the incident. It is the decision of the Head Teacher and the injured member of staff as to whether or not the injured member of staff is fit to continue to fulfil their job requirements for the day.

If the pupil themselves gets injured whether it be during restrictive physical intervention or from self-injurious behaviour in addition to Sleuth; an accident form and inform parents.

If a pupil is injured by another pupil; in addition to Sleuth complete an accident form need 1 for injured pupil file and 1 for the pupil who caused the injury file and inform parents of injured pupil and the parents of the pupil who caused the injury if necessary.

Staff member gets injured by a pupil or during an incident; in addition to Sleuth complete; 1 accident form

If a non-staff member/visitor to the school gets injured; in addition to Sleuth and complete; 1 accident form and contact the supply agency if necessary.

## Communicating with Parents/Carers

As well as the Behaviour Management Plan being communicated with parents/carers, it is good practice that the use of any restrictive physical intervention is communicated on the day it occurred; this can be done by phone call, email or message in a chat book. This is the responsibility of the class staff. On some occasions, pupils who require the use of regular restrictive physical intervention it may be more appropriate to only communicate any different or 'out of the ordinary' incidents. This should be agreed with parents in advanced.

If for whatever reason Sleuth is not working, a new pupil has started and not yet on the system or a pupil from another school is in Stanley and has an incident involving restrictive physical intervention then a *'Bound and Numbered Book'* must be used to record the incident. A bound and numbered book can be found in the school office. If this incident is then added to Sleuth at a later date it is essential that staff mark on the incident page in the bound and numbered book that it is now on Sleuth. All data must be kept for a minimum of 25 years.

## **Bullying Definition**

**Bullying is a behaviour which can be defined as the repeated attack, physical, psychological, social or verbal in nature, by those in a position of power which is formally or situation ally defined, with the intention of causing distress for their own gain or gratification.**

### **Bullying:**

- Is a form of aggressive behaviour which is often hurtful and deliberate.
- It is persistent, sometimes continuing for weeks, months or even years.
- It is difficult for those being bullied to defend themselves.
- An underlying feature is an abuse of power and a desire to intimidate and dominate.

**In any school** there will unfortunately be occasional examples of bullying between pupils. Of course it does not

happen throughout the whole population of the school, but for those who are bullied the experience may be very

upsetting or traumatic. The bullying may be:

## **Types of bullying**

### **Physical**

Hitting, kicking, scratching, hair pulling etc.; taking or damaging other's belongings.

### **Verbal**

Name calling

Insulting

Repeated teasing

Threats

### **Indirect or Psychological bullying**

Spreading nasty rumours

Excluding someone from groups

Moving away as a person approaches

Failure to speak to acknowledge a person

The 'look'

Unless checked "low key " bullying such as shoving or name calling can escalate if the bullied pupils respond in a particular way.

Pupils who are bullied tend to disclose to parents, not at school, although in that setting some bullying may be obvious, and some youngsters do disclose incidents to staff. The ability of pupils to disclose that they are being bullied will also depend upon their **communication skills**.

However, there are some pupils who are shrewd enough to bully out of sight of staff, and staff have to be vigilant and aware of places where bullying can take place. One of the more common places is the school playground. However, bullying can take place in any part of the school, especially at times when supervision is more relaxed, or there are less staff present e.g. break and lunch times. There have been occasions when bullying has occurred on school transport.

At school we have a limited control over behaviour on educational transport, but we should be made aware if incidents happen and will deal with them appropriately. We have control over pupil behaviour in school and staff must be aware when and where bullying is more likely to occur.

## **Possible signs**

Unwilling to come to school  
Become withdrawn, perhaps even stop eating  
Personal belongings or money continuously going missing  
Refuses to say why s/he is unhappy  
Loses interest in school work

## **Possible effects**

Loss of self-confidence, low esteem  
Lives are made miserable  
Poor concentration affects learning and achievement  
Tries to avoid other children  
Physical Injury  
Stress and anxiety  
Does not want to come to school

## **How the school responds**

**Recognise the problem and respond immediately** In some instances a prompt response can be enough to stop the bullying escalating.

**Effective communication** between staff is vital. The relevant staff who are in contact with the victim and perpetrator(s) of the bullying should be notified and should be made aware of the problem and the need for extra vigilance.

If the person bullying repeats such behaviour their **parents need to be involved** in tackling this through joint strategies.

**Regular** aggressive, threatening or bullying behaviours will be responded to through the use of a formal behaviour management strategy with the perpetrators.

If need be the planned **contact between the victim and perpetrators** will be reviewed and/or revised.

## **Reporting**

If bullying becomes a persistent problem all incidents must be recorded and **most importantly what action was taken and when.**

If a **behaviour management strategy** is introduced to address the bully's behaviour then this will be recorded and reviewed in line with the agreed procedures.

## **When do we discuss bullying**

When appropriate in the timetable.

Immediately after an incident

Registration

Circle times or assemblies as a more general theme.

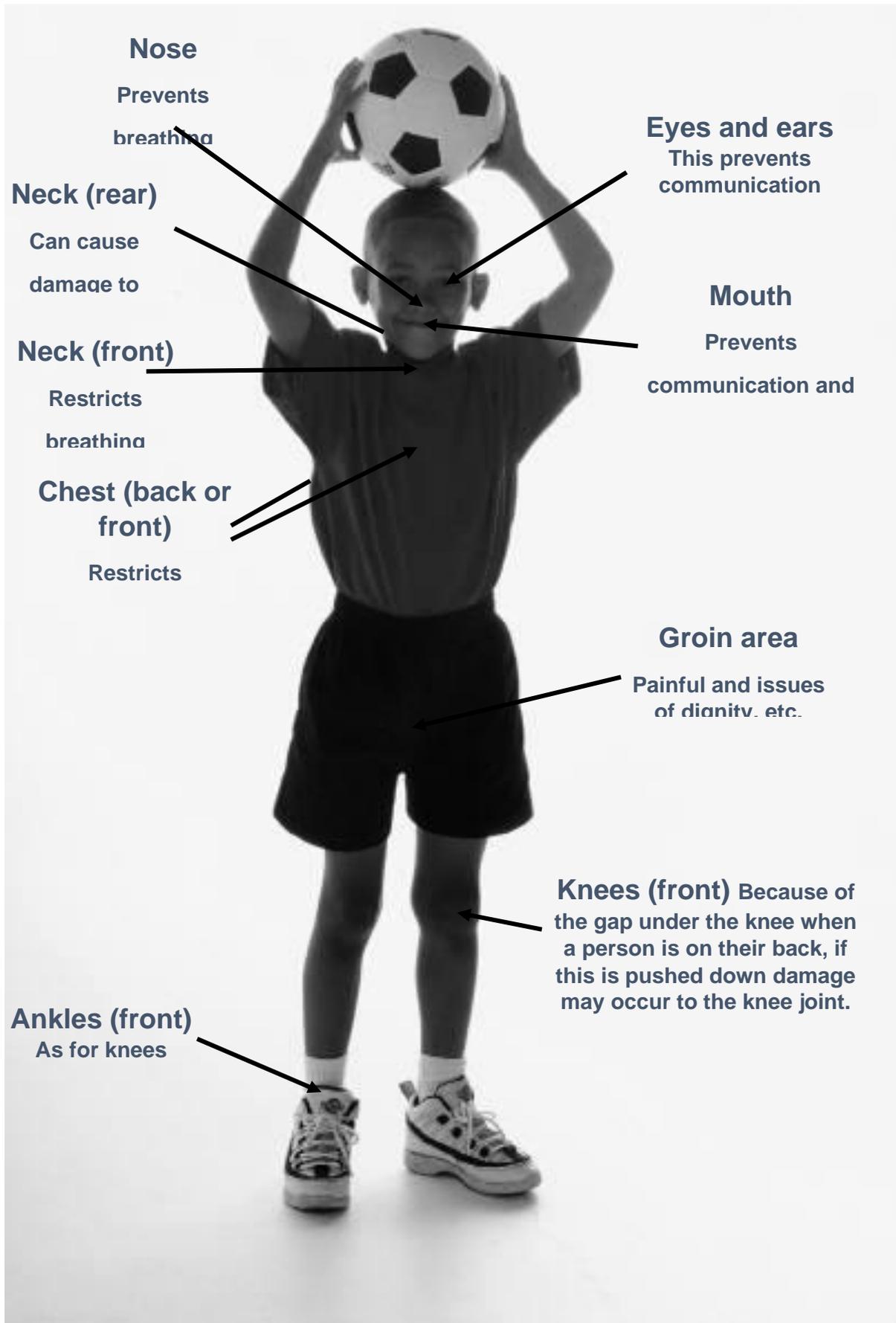
In PSHE lessons

**For more information and detail, see Wirral Borough Council LEA Policy document "A Whole School**

**Approach to Bullying"**



## No go areas



## Form completion

### Check list

The information you place on these incident form(s) will be used in a Court of Law if a complaint is made or an incident goes wrong.

Please ensure you have included all the following information;

1. Make sure the time of the incident is correct.
  
2. Make sure all boxes have the relevant information highlighted  
E.g. Location, seating, interaction etc.
  
3. You have two opportunities to comment on the incident. You need to include;
  - i. Total duration of the incident
  - ii. A description of the build up 
    - a. Some idea of the trigger (if known)
    - b. Some of the behaviours highlighted and what staff did what in response
  
4. Action / Actions taken (you can add more than one action) 
  - a. If RPI is used all holds need to be recorded.
  - b. All antecedents including if the calm room was used.
  
5. Checklist (e.g.) 
  - a. Accident forms that have been signed by Paul
  - b. If a listening and learning activity took place.

You have a second opportunity to comment, here include;

- i. Who used what technique (if more than one)
- ii. What side each member of staff held the pupil (who did what)
- iii. If any injuries occurred, who and to where
- iv. Which calm room / area was used.
- v. What the **Listening and Learning** (debrief) looked like.

Any problems please complete and save what you can and seek support from; Ceri Walker or Emma Jones