

# Behaviour Policy

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### **1. Aims**

The aims of this policy are to

- Provide clear guidance for pupils and staff about what is expected of them
- Provide a framework for effective learning which embraces how people experience and interact with the world around them in many different ways and that there is no one "right" way of thinking, learning, and behaving.
- Promote positive behaviour support and wellbeing for all pupils
- Ensure policy and practice is applied consistently and effectively throughout the school
- Ensure there is clear identification and signposting to support its implementation
- Ensure any when any physical interventions are used, there is a clear understanding of the reasons for any actions and methods are calming and aim to prevent injury to both pupils and staff
- Ensure families and governors understand the school's aims and clear guidance for involving families
- Take into account the Mental Health and Emotional Wellbeing Needs of all pupils
- Take in to account the developmental levels, sensory differences and pupil's individual needs in line with their diagnosis of Autism Spectrum Disorder and related disorders.
- Ensure that practice is neurodiversity affirming which values all methods of communication

### **2. Introduction**

At Drumbeat, we believe that all pupils are entitled to a highly personalised education. We believe that all pupils should have opportunities to develop, thrive and be successful members of our society.

All school staff must have a clear understanding of the policy, ownership of it and, above all, a commitment to it. The policy is written in line with the Equality Act 2010 and the DfE guidance.

1. Behaviour in schools guidance 2022
2. Suspension and permanent exclusion Sept 2022
3. - searching, screening and confiscation: advice for schools. Sept 2022

In implementing this policy, we expect all staff to consider the difficulties our pupils may experience, in line with their diagnosis of Autism Spectrum Disorder. As outlined in the

diagnostic criteria from the DSM-5 and ICD 11, pupils at Drumbeat will present with difficulties in the three areas outlined below.

1. Social Interaction, for example finding it difficult to build and maintain friendships, work in teams and know how to manage social situations.
2. Social Communication, for example having difficulty understanding and translating body language, gesture and humour.
3. Restricted, Repetitive Behaviours, and Sensory Differences, for example an obsessive interest in a topic, repetitive body movements, such as rocking or hand flapping, or a strong preference for a set routine or way of doing this?

*DSM-5 Diagnostic and Statistical Manual of Mental Disorder – version 5*

*ICD – 11 International Classification of Diseases*

### **3. Main Body of The Policy**

#### **Understanding Behaviours that may challenge**

Behaviours that challenge can be any behaviour that a person may perceive as challenging. They can be passive or active. The most important aspect is that ALL staff understand and recognise behaviours that challenge serve a function for the student in communicating a need.

#### **How do we define behaviours that may challenge at Drumbeat?**

- By identifying behaviours that are most affecting student's quality of life
- By how much the student's access to the curriculum is affected
- By identifying behaviours that other pupils and staff find most challenging

### **Behaviours that challenge might fit into the following categories;**

- Pupils may follow their own interests/motivation and have difficulty in engaging in staff-directed activity.
- Aggression towards others or self-harm
- Disruptive comments and behaviours towards other staff and pupils
- Misuse of property
- Behaviours that are unsafe and can make pupils vulnerable if not addressed
- Uninhibited sexual self-stimulation behaviours
- Exhibiting behaviours that disturbs other pupils learning others
- Pupils may become withdrawn and have difficulty in communicating when dysregulated
- Pupils may completely refuse to engage in school life

Not all behaviours need changing. Staff are required to be tolerant of differences and not interpret all behaviours as those that need changing. Some behaviours are coping strategies or part of pupil's needs and/or personality; this is natural and should not be interpreted otherwise. All staff at Drumbeat take an individual approach to challenging behavior, taking into consideration pupil's communication needs and sensory differences. Staff take into account differences in social presentation and behaviour that are seen in the context of the pupil's autism. Staff seek to understand the drivers for behaviour and are curious to consider all possibilities, including; pain, avoidance of demands or social interaction and social attention difficulties.

### **Rationale**

The school places key emphasis on encouraging behaviour that is conducive to learning. We place emphasis on positive and proactive support for pupils. We provide a supportive learning environment which encourages pupil to remain well-regulated with the ultimate goal of becoming equipped with self-regulation strategies by the time learners leave Drumbeat. All aspects of pupil behaviour support align with our school values; Excellence, Resilience, Challenge, Success, Independence

### **Excellence**

At Drumbeat School, every member of staff will:

- Be committed to acting as a role-model for pupils
- Reinforce positive and appropriate means of communicating and interacting
- Uphold school values of respect for others, self-management of behaviour and establishing & maintaining positive relationships
- Develop reflective practice
- Ensure behaviour is supported in a calm and purposeful learning environment which reflects understanding of the functions of behaviour.

### **Challenge & Resilience**

Each student at our school is an individual with their own personality, they also have a diagnosis of autism. Many of our pupils have difficulties considering the complexities of the social world around them and social norms and nuances, which can cause anxiety. Anxiety may manifest in different behaviours, some may be socially acceptable, some disruptive, or dangerous to themselves and others. Behaviours that challenge-should be interpreted as a form of communication, acknowledging the difficulties most pupils will experience in both identifying their emotions and then explaining how their emotions make them feel.

We aim to teach each student how to manage their anxiety, with the hope this will enable them to cope better with daily challenges and better prepare pupils for managing unpredictable events.

### **Success**

To best support our pupils with their behaviour so that they are successful learners, we will ensure that:

- All pupils' individual holistic needs are met
- There is a consistent understanding of autism within the school which ensures a bespoke and tailored approach
- We consistently use a **Total Communication** approach.
- We are committed to creating an Autism friendly environment
- Our curriculum will be tailored to the learning needs and styles of our pupils
- All pupils have personalised targets based on their individual needs

### **Independence**

Our ultimate aim is for our pupils to learn strategies that enable them to manage their own behaviour when they find themselves in situations and circumstances which can cause them to feel dysregulated. Zones of Regulation are an integral part of our Social, Emotional and Mental Health aspect of the curriculum and is used consistently across the school. The SCERTS model is also used to guide staff in making mutual regulation strategies available for students and to support students in working towards developing their independence in self-regulation.

### **Equal Opportunities**

In accordance with the school's Equal Opportunities Policy and the Equalities Act 2010, all pupils will be given every opportunity to achieve irrespective of any behaviour that may be perceived as challenging. This is irrespective of race, gender, disability, sexual orientation, or religion; the code of behaviour support applies to all children equally.

### **Involving families and Carers**

Families and carers are actively encouraged to work in partnership with the school. Home-school books and communication by phone and email keep families informed of day-to-day occurrences. Newsletters and the school calendar keep families informed about events at school. Annual EHCP meetings inform families of behaviour support plans and any additional plans required. Families are encouraged to attend parents evening, annual reviews, and parent training events. Families **MUST** inform the school of any medication changes, big events or behaviour difficulties that are occurring at home.

### **The Governing Body Responsibilities**

- Ensure that policies are reviewed annually
- Ensure that the school complies with all of the above and reports periodically on behaviour

### **Other School Policies:**

The behaviour policy should be considered alongside our:

- Safeguarding Policy
- Communication Policy
- RSE Policy
- Health & Safety Policy.

## **School Aims and Principles to support Behaviour**

- To understand the underlying functional and communicative intent of behaviours in order to respond consistently and positively to individuals
- To be reflective practitioners and use this to create a strong ethos and consistent approach to behaviour support, including partnerships with families and carers.
- To be role models to pupils in how to manage and self-regulate behaviours
- To provide a safe, caring and nurturing learning environment in which pupils feel calm and safe
- To empower pupils with strategies to develop skills in–emotional regulation, social communication, independence and support self-esteem
- To treat all pupils with respect, dignity and fairness
- To support pupils to access the local community successfully and safely
- To celebrate all student achievements
- Create a staff commitment to the school behaviour policy and the accompanying policies and guidelines
- Whole staff commitment to the reinforcement of positive behaviours–by developing individual reward systems for pupils.

## **Our Approach**

We use an integrated approach and create a low arousal environment that supports pupils to predict how to behave, communicate and learn safely and successfully. Our approach is flexible to adapt to the needs of our pupils on an individual basis with emphasis on developing long-term positive changes to behaviour. We believe that changed behaviours as a result of positive strategies may take longer to achieve but will have longer lasting impact for the student.

Our curriculum is developed to ensure every child has the opportunities to develop the appropriate skills they need to become successful learners and contribute to their wellbeing.

## **Communication**

Teaching communication is at the core of everything we do and we see this as an intrinsic part of supporting behaviour. We achieve this through;

- Observing and “tuning in” to the individual communication profile of students
- Modelling of activities and modelling of language by staff
- Creating a Total Communication environment
- Use of symbols and photos
- Use of key word signing
- Use of both low tech and high tech AAC systems (Alternative and Augmentative Communication)
- Use Aided Language Stimulation i.e. modelling language use with AAC systems “pointing whilst talking”
- Show responsiveness to all of the communication attempts of students across a range of modalities, such as vocalisations, gesture, sign, symbols etc.
- Allowing processing time
- Reducing and simplifying language use when needed
- Creating communication opportunities for students
- Using the SCERTS framework
- Providing choices

- Supporting self-advocacy
- Modifying how language is used to support understanding, such as adapting language that could be taken literally.
- Supporting and repairing communication breakdowns where these occur
- Increasing communication supports at times of transition, such as Now/Next boards; visual timetables

## **SCERTS**

SCERTS is a multidisciplinary framework used in the support of people with ASD across the lifespan (Prizant et al., 2007). The SCERTS model recognises that most behaviour is a coping strategy. It aims to develop functional skills in social communication and emotional regulation to cope with everyday stress in order to attend, engage and learn. The SCERTS approach promotes the development of communication skills through naturalistic opportunities with children's communication partners that arise in everyday situations.

## **TEACCH**

TEACCH aims to increase independence and reduce anxiety through:

- Physical structure of the environment
- Personalised visual schedules
- Independent work-systems
- Visual instructions

## **Attention Autism**

Gina Davies approach to gaining and maintaining attention in readiness for learning.

## **Rewards and Motivators**

Rewards establish and encourage positive behaviours. They must be frequent and consistent allowing the student to recognise the links between positive behaviours and achievements and feeling valued. Certificates and weekly awards recognise and reinforce achievement.

Motivators may be used to help a student understand they can have favourite things and have opportunities to enjoy these, this can help with focus and concentration to complete tasks using the approach of "I am working for.... or Now/Next" Motivators should be appropriate to the pupil and can be changed as the pupil's preferences change and develop.

## **Class based Strategies**

Although planning is highly individualised, there are numerous daily strategies employed across the school to support the promotion of positive behaviour. Below are some examples of strategies that might be used; it is not an exhaustive list and these strategies do not work in isolation. In some cases, staff will use their professional knowledge to implement additional strategies depending on the individual.

<b>Strategies</b>	<b>Some Examples</b>
Changing the physical environment/ stimulation etc.	Ensuring the environment is organised and predictable. Paying attention to external stimulation such as light, temperature, noise, smell and a low arousal environment
Staff Behaviours and responses	Setting a good example by modelling expected behaviour for pupils . Being positive - highlighting and praising children's positive behaviour. Remaining calm and setting clear boundaries for expected and acceptable behaviour. Setting clear motivators. Adult responses are consistent and follow strategies outlined in the personal support plan or school ethos. Ensuring staff tolerance and understanding of student's specific difficulties.
Providing structure and routines	Using visual timetables, structured work and activities, clear routines, planned, supported transition times. Providing highly structured, predictable environments and routines for pupils who benefit from them.
Providing clear guidelines	Making sure everyone is clear about which behaviours are appropriate and which are inappropriate, i.e., ensuring a clear distinction between behaviour which is to be reinforced and that which is to be discouraged or ignored. Minimising confrontation to avoid stress. Minimising or avoiding 'triggers' or background factors known to present difficulties to the pupils.
Improving Communication skills	Improving student's communication skills through the use of embedded communication strategies throughout the day. Focusing on teaching language and communication to support pupils to get their needs met without displaying behaviours that challenge, including AAC communication systems.  Supporting students to self-advocate (i.e. to communicate their likes/dislikes and wants and needs in functional ways). Showing responsiveness to self-advocacy from students. Considering and taking into account their views and preferences that are communicated in verbal and non-speaking ways.



Clear and consistent expectations	Ensuring pupils know what is expected of them and presenting pupils with clear choices and options. Helping the student to anticipate the sequence of daily events, sessions and activities (e.g. cues towards the end of activities, symbol timetables, etc.). Conveying expectations clearly and providing consistent feedback. Clear display of rules, routines and expectations (i.e. volume meters, class rules, merits)
Negotiation skills	Teaching pupils negotiation skills and choice making. Providing opportunities when and where pupils can opt out of activities.
Distraction	Changing the conversation or activity quickly to redirect student's thinking. A quick way of getting pupils to deflect the situation where we can reinforce positive behaviour.
Replacement	Providing pupils with alternative ways to behave that are more socially acceptable, whilst being affirming of differences in social behaviours in the context of neurodiversity. Providing pupils with alternative activities and outcomes when required to minimise stress.
Rewards	Breaking down behaviour into smaller and manageable sections of periods of time. Achievement and rewards are at individual, class and keystage level.
Social Stories	A short story written in a specific style and format. It aims to teach social understanding and is matched to the skills of the pupil.

Planned ignoring	Behaviour (but not the individual) is ignored. It is based on the idea that responses provided by others (such as giving attention or providing an object or activity) may be maintaining an unwanted behaviour.
Time out or withdrawal	Time out or withdrawal is used for short periods of time (few seconds to maximum of 15 min). It is time out from a desired activity or contact and can only be used as a break from a difficult situation fully supported by a member of staff. It may be in the form of a walk around the school or moving to a different area to work e.g. a group room or corridor.
Requesting breaks	Aims at teaching pupils to recognise the signs of distress or overload and teaches to self-regulate through requesting a break from a stressful situation. Teaching pupils self-management strategies, through sensory, movement or snack breaks.

Chaining	<p>Chaining refers to the breaking down of an activity into smaller components (known as task analysis) and the gradual teaching of these successive components dependent on the level of the individual. There are two types of chaining:</p> <p>Forward chaining follows the steps of the activity in the order that they would usually occur. Backward chaining starts with the last step of the activity and works backwards.</p>
<b>Key Approaches</b>	<b>Commentary</b>
Consistency	One of the most important things to bear in mind when undertaking any behavioural strategy or intervention is the need for a consistent approach. Without the support and commitment of all relevant people in an individual's life, it is unlikely that lasting behavioural change will be achieved.
Generalisation	It is essential that special care is taken to assist the pupil to apply new skills and coping strategies in a variety of environments.
Maintenance	To ensure that new skills are maintained over time, it may be necessary to go back and revisit a particular strategy or approach if an individual is experiencing difficulties. This may particularly be the case around times of illness, stress or change.
Fading out prompts and reinforcers	Our ultimate goal for any behaviour support should always be to promote an individual's independence, quality of life and self-efficacy. To this end, it is important that any prompts or reinforcers (with the exception of verbal praise) will be gradually reduced to as low a level as possible, while maintaining the desired behavioural change.
Intrinsic Motivation	Our long-term aim is to encourage and develop all pupils to be intrinsically motivated, recognising and identifying in themselves the positive impact of their actions for themselves and for others. This approach is built into our daily curriculum and intrinsic to our school ethos.
Learning Maps	Behaviour targets can be part of the Learning Map outcome setting and review process, this process will be supported by the relevant professionals where required.
Multidisciplinary	<p>Regular feedback meetings from our multidisciplinary team are held at school.</p> <p>This involves professionals such as the Clinical Psychologist, Speech and Language Therapists, Occupational Therapists.</p> <p>We are supported by our in-house group of Team Teach trainers whom we can refer to or request support from.</p>

Seclusion	Seclusion is defined as “The state of being private and away from other people”. Seclusion is adopted only through student choice; when a student chooses to take themselves away to be alone this is accepted as recognised practice, however, it should be logged and always monitored and checked throughout. *In the event of an emergency where there is an enforced seclusion, emergency procedures would be adopted. This will include a member of SLT being informed, contacting families immediately and ensuring that the health and safety of all persons involved is paramount.
Positive Behaviour Support Plans	The school has access to a team of professionals and work closely with staff identifying the difficulties that may be the cause of some behaviour. These are considered when devising the behaviour support plan. Once the support plan has been written it will be shared with the families and carers and where appropriate, the pupils too.

### Appropriate Touch

Touch is essential in order for us to provide quality care and trust for our pupils. Touch must always be used in an age-appropriate manner and staff should always risk assess the situation when using physical touch. Used in context and with empathy and compassion, touch supports the development of interactions and communication. Other necessary functions of touch are for;

- Reinforcing, supporting, guiding
- Interaction
- Physical prompts
- Intensive Interaction
- Play
- Therapy (massage, sensory integration, rebound therapy)
- Emotional support
- Personal care (medical care)
- Intimate care (changing, toileting)
- Protection
- Safety
- Curriculum support (PE, Dance, Drama)

Touch should always be consensual. Staff should be sensitive to any verbal or non-verbal form of communication that might indicate the child does not want to be touched. Staff should also be sensitive to responses that may require less touch or withdraw touch, such as overexcitement by the child.

Where possible, staff should minimise touch to allow pupils to complete tasks independently with over reliance, this may mean allowing sufficient time for a student to complete a task or follow an instruction on their own.

***It is never appropriate for staff to touch any student in their intimate areas unless as part of the intimate care or medical care (please see intimate care policy and first aid policy). Although the aim is to support pupils to care for themselves where possible.***

## **Team Teach**

Pupils and staff have the right to feel safe and protected within the school environment. Staff are trained in the Team Teach approach where the ethos is about de-escalation, diversions and diffusion. Its core value is that behaviours that challenge are often the result of a breakdown in communication. All staff have access to Team Teach training to ensure they are equipped and feel able to deal effectively with crisis and prevent injury or harm.

“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 - Founder of Team Teach)

## **Planning to support Behaviours that challenge**

The health and safety of pupils and staff at Drumbeat is paramount. All behaviours that challenge can be a potential risk to staff and pupils and should be regarded seriously. Any student who displays any form of behaviours that challenge could be a potential risk to others or themselves. In this instance, the student **MUST** have a Positive Behaviour Support Plan. Some pupils may require a risk assessment. Behaviours that challenge may be predictable and frequent, others may be infrequent and unpredictable. After any incident, a plan **MUST** be put into place or reviewed to minimise and support any further occurrences. It is the class teacher’s responsibility to write the plan and keep it updated, with support from MDT team and SLT where necessary. It is the responsibility of staff to make themselves aware of the behaviour support plans of ALL pupils they work with directly.

Behaviours are logged and monitored by the school’s software programme CPOMS. This enables us to track patterns of behaviour and be able to implement focused interventions as a result.

## **Procedures for Incidents of Behaviours that challenge**

- The incident must be logged on CPOMS
- Any Physical Interventions must be logged within 24 hours
- Families are informed if there has been a physical intervention
- The class teacher should be informed if they were not present along with any injuries
- First aid must be sought for any injured pupils or staff
- Families of any injured pupils must be informed and logged
- A referral to MDT may be made
- There should be a debrief at the end of the day with staff
- There may be a debrief with the student after the incident (this will depend on the child)
- Behaviour support plan and RA should be updated (or compiled)
- SLT will be notified through CPOMS

## **Process of writing Positive Support**

The positive behaviour support and personal support plan is a working document and should be reviewed regularly by the class team.

1. Behaviours are identified and an observation can be carried out to establish the triggers and effects of the behaviour. There are a variety of tools available to compile functional analysis of the behaviour such as the ABC chart.
2. Consultation with the relevant professionals if required.
3. Hypothesise why the behaviours may be occurring (from the data collected)
4. Plan what language, strategies, visuals, communication, rewards etc. may be used
5. Develop a clear set of de-escalation and preventative strategies to minimise crisis
6. Plan for physical breaks, sensory support, intensive interaction
7. BSP is put together by class teacher and shared
8. A risk assessment may need to accompany the BSP (SLT will complete this if required)
9. The plan will be agreed and signed by families /carers and the SLT.
10. A monitoring process will follow
11. Class teacher will inform all staff of the Behaviour Support Plan
12. Staff should make themselves aware of the Behaviour Support Plan

### **Confidentiality**

It is important that a balance is kept between maintaining good channels of communication and the right of individuals to confidentiality.

Staff should always;

- Share and discuss any issues concerning the student only with relevant members of staff and in a private place
- Matters concerning the student should never be openly discussed in front of visitors, in the staff room or in front of the student or those that know the student
- Keep confidential reports relating to behaviours that challenge in secure files
- Take the Autism Awareness Cards when out in the community, to help the community understand if an incident of behaviours that challenge occurs. These can be found in the office.

### **Child Protection**

Pupils should always feel safe, valued, supported and calm at school. It is their right to be treated with dignity and respect.

Staff at Drumbeat should always be asking themselves;

- Why is the behaviour occurring?
- Have I provided the right means for the student to communicate?
- Does the student know what is expected of them?
- Does the student need a break, sensory or movement activity?
- Is there a risk?
- What is the student trying to communicate?
- Can the situation be avoided?
- Why am I moving the student?
- Can I move other pupils?
- Do I feel confident?
- Do I need help?
- Do I feel calm enough to deal with the incident?
- Are there any other strategies I could be using?

Staff must NEVER;

- Tell the student what NOT to do, always tell them what you WANT them to do
- Hold a student down
- Carry a student
- Pull a student
- Pull a student's hair
- Pull a student up from the floor by their arms
- Pull a student's clothing
- Punish the student with threats
- Dig fingers into or otherwise seek to hurt the student
- Deal with the student when angry or agitated
- Talk aggressively or negatively to a student
- Tackle a serious incident alone
- Use corporal punishment
- Deprive a student of food or drink
- Use isolation without adult supervision

Staff MUST remember to;

- Keep language to a minimum
- Provide a means of communication to the student (including AAC systems such as their iPad or Communication Book))
- Provide movement or sensory breaks
- Be clear with expectations
- Tell the student what they should be doing
- Guide the student if necessary
- Use a Total Communication approach at all times
- Use autism specific approaches
- Be consistent all the time
- Be patient, give the student time to process
- Use positive language and rewards
- Support transitions using visuals
- Ask for help when needed
- View support from others as positive
- Use appropriate strategies and visuals to help with any debrief or consequences such as referring back to the students toolbox (as per the zones of regulation curriculum)

## **Consequences**

In every aspect of life across our school, we seek to promote positive behaviour. At all times, staff will work to support pupils to have the skills to understand and make appropriate choices [in regard to their behaviour], giving consistent examples of these .

Responses to any behaviours that challenge will be outlined within the pupils Behaviour Support Plan and depend on the level of understanding of the student, these may include one or more of the following;

- Ignore negative behaviour and praise good behaviour
- Remind pupils of the desired behaviour, explain an alternative positive behaviour to the negative one they are exhibiting
- Use gesture, key word signing or visual cue to support understanding

- Redirect the student back to the school rules and how they can earn positive reinforcements
- Reduced participation in activities that are deemed unsafe at the time
- Catch up the work they have missed (either at break-time or at another time)
- Referral to the MDT team or SLT for a debrief and reflection session
- A phone call home will take place if there has been an incident of serious behaviours that challenge

### **Dealing with Serious Incidents**

A serious incident is identified where a student physically assaults a student or member of staff, absconds from school, damages school property or puts themselves or others in danger. For a serious incident, staff should request the help of others as soon as possible and a senior member of staff should be informed. In this instance a CPOMS report must be completed along with relevant letters (preferably within 24 hours).

*The DfE guidance “Searching, Screening and Confiscation, (Sept 2022 )Ensuring good behaviour in schools”, (February 2014), states staff are able to search pupils with their consent. The head teacher and staff authorised by the head teacher can search any student whom they suspect has a ‘prohibited item’ and who present as a health and safety risk to themselves or others. These would include:*

- *Knives (or any weapon)*
- *Alcohol*
- *Drugs*
- *Stolen items*
- *Tobacco*
- *Fireworks*
- *Pornographic images*
- *Any article that may be used to commit an offence, cause personal injury or damage to property*
- *Any item banned by the school rules (this would include mobile phones at our school)*
- *A member of staff can also confiscate, retain or destroy pupils ’ property, if deemed reasonable or necessary.*

Due to the level of intellectual disability and language difficulties experienced by pupils at Drumbeat school, consent would be obtained from parents, or those with parental responsibility if it were decided that a pupil should need to be searched at school.

### **Allegations of Abuse against Staff**

All allegations of abuse against staff are taken very seriously and the school aims to deal with any allegation quickly so that staff and pupils feel protected. Suspension is not an automatic response to an allegation. We follow advice from Lewisham HR and will always inform the LADO (Local Authority Designated Officer).

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

A physical intervention is any use of force by a person or persons to control another person. Any physical intervention used at Drumbeat must be a pre-agreed hold, one that is designed to ensure the student is safe and the staff member is calm. A physical intervention must only be used when it is absolutely necessary, and the intervention used must be reasonable and

proportionate to the behaviours that challenge present. Any physical intervention must be carried out by staff who are trained in the Team Teach approach.

### **Legal Context.**

The DfE issued guidance, updated in July 2013 on the Use of Reasonable Force. The law states when risk or severe behaviours that challenge manifests itself, all possible responses must be considered. At the point where all strategies have failed, approved physical intervention can be employed to manage the behaviour of the child in distress. This should always be for the shortest time possible and be as a last resort. The February 2014 guidance 'Ensuring good behaviour in schools states

***“Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.”***

***Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.”***

Physical Intervention should **ONLY** be applied when the individual's behaviour is perceived to be:

- A risk of harm to themselves
- A risk of harm to others
- Causing significant damage to property
- Behaving in a manner which indirectly or directly affects the learning, behaviour or well-being of others
- A risk of committing a criminal offence

Within our provision, every student who risks needing physical intervention has Behaviour Support Plan. This is agreed by the individual's parent/guardian. The plan lays out examples of their behaviours and ways to de-escalate a crisis before any physical intervention is required. Our policy is to always aim to diffuse a situation before it becomes challenging. The pupil's BSP will identify a list of Team Teach holds and interventions that have been identified for that particular individual. All Behaviour Support Plans are monitored regularly by SLT, all staff have access to all plans if changes need to be made.

### **Training and authorisation of staff**

All staff who have completed the Team Teach training have a duty of care to take reasonable, proportionate and necessary action in an emergency situation and are authorised to use physical intervention as a last resort. A list of staff who have completed the course is held in the Team Teach file and by the Team Teach trainers.

Agency staff will be deployed to classes by the SLT. The use of physical intervention by agency staff can only be authorised by, and remains the responsibility of the SLT and Team Teach Trainer All work experience staff and visitors are NOT authorised to physically handle pupils unless it is a high-risk situation where there is a serious risk of injury.

New staff will be allocated training on the soonest available courses from their start date. Staff are required to complete the 1-day refresher training every 2 years.



## **Recording**

Every time a Team Teach hold has been used the incident is recorded by the staff member(s) that were present, this information is held on the school system, CPOMS. Families will be informed if a restraint or hold has been used on an individual. Records of physical intervention will be reported and monitored by the SLT regularly.

## **Physical Intervention in context**

Within our provision, physical intervention is never seen in isolation to behaviour strategies. It is only used as a last resort strategy when all other strategies have failed and there is a risk of harm or damage.

Physical intervention can be placed into two categories – planned or emergency.

## **Emergency Intervention**

Emergency intervention will occur when all the other strategies have been exhausted or the incident requires a rapid physical response (e.g. a child running into the road).

If an emergency intervention is used more than once a risk assessment is made and a planned intervention put into place. This is immediately added to the individual Behaviour support plan.

## **Planned Intervention**

Planned interventions involve staff adopting one of the strategies from the Team Teach procedure which has been agreed as a response to an individual's behaviour. This is documented in the behaviour support plan. These are reviewed and updated regularly. Permission from families is sought. Any additional risk assessments will be linked to the student's Behaviour support plan.

## **Preventative strategies**

Preventative strategies are the core of our approach to supporting behaviour, these are the main focus of a student's personal support plan. Through this, we adopt the Team Teach approach which aims to focus on 90% of its work on de-escalation techniques. At all times, we seek to avoid any physical intervention and aim to support our pupils to regulate their own emotions and behaviours.

Our approach to preventative strategies is to ALWAYS follow the three principles:

## **Responsibilities of staff**

Staff must attend the Team Teach training course (minimum of 12 hours for new staff and 6 hours for trained staff). It is the duty of all staff to ensure they provide care in a professional, calm, positive manner adopting the Team Teach approach. These methods should NOT involve pain, pushing, pulling or aggression. All staff should review Behaviour support plans regularly to ensure that appropriate techniques are being implemented and ensure this is communicated to others.

*\*Note: If any physical intervention occurs whilst on a moving vehicle, then the vehicle must stop when it is safe to do so. Once the physical intervention is no longer required the vehicle can continue its journey. However, if it is not safe to do so then staff must request help by notifying a member of school staff who will be sent to support the situation.*

## **De-briefing process**

### **Minor incidents**

Following minor incidents class teams are advised to meet and reflect on the event. They should focus on reflecting why the incident occurred, what preventative measures could be put into place and how the incident was dealt with. Teams should ensure all staff are in agreement and support each other with the plan going forward. It is important that staff team members feel confident about decisions made.

Minor incidents are recorded on the school CPOMS system and monitored so that a pattern of behaviour can be established. A minor incident may not have involved a physical intervention, it may be the case that a student was guided using the caring C or there was a minor level of physical intervention used which was extremely quick and effective.

### **Serious Incidents**

Following a serious incident involving injury or prolonged physical intervention a break from the classroom environment is advised. Staff are encouraged to have time away to 'recover' from the stress or emotional experience. It is important that staff return to class when they have had sufficient time to compose themselves and feel confident about working with the individual again without prejudice.

### **De-briefing process for pupils**

Serious incidents must be logged on the school CPOMS system. If a physical intervention or restraint has been carried out then this MUST be logged within 24 hours. A serious incident is where there is a foreseeable risk. A checklist should be referred to in order to ensure each step has been completed.

Pupils may require 'time out' or time to 'regroup' before they return to class. This should be outlined on the behaviour support plan as each individual pupil will respond differently.

For some pupils, a reflection session will be encouraged, this should only take place when the student is ready to reflect on the incident and can be done in a manner that is appropriate to the student's communication and understanding.

It is important to recognise that other pupils who were not directly involved in the incident may require time or reassurance as a consequence. In conjunction with this policy, we recognise the impact of the difficulties our children and young people face with 'flexibility of thought' and the difficulties they have in recognising others' perspectives or see a wider picture.

## **Policy Review**

This Policy will be reviewed every September in line with the release of the Keeping Children Safe in Education publication and the review of Drumbeat School Safeguarding & Child Protection Policy.



## Drumbeat School Behaviour Support Plan



**Name:**

**Date of BSP:**

**Date for review:**

**Brief description of why the student needs extra support:**

**Main Triggers**

**Main Reactions and Results**

**What we think the purpose / communication of behaviour is:**

**GREEN LEVEL BEHAVIOUR: Positive behaviour that shows the student is calm and happy and is able to manage and participate with the use of everyday strategies:**

**What are the FOUNDATIONS for this behaviour? In the environment, in how we communicate, in proactive staff strategies & behaviour? What coping strategies does this student use?**

**How do we reward and encourage positive behaviour? (e.g. reward system, special reinforcing activities?)**

**Are there any skills we need to teach the student to stay at GREEN? How?**

**AMBER LEVEL BEHAVIOUR (describe) - "bubbling behaviour" - precursors to more difficult behaviour:**

**Is there a different behaviour that will serve the same purpose that we can use at this point? How else can we change the situation to support the student?**

**How can we divert and distract the student?**

**If they need a break, or to calm down, how will this happen? How can the student request this?**

**RED LEVEL BEHAVIOUR (describe) - Unacceptable, risky behaviour with significant impact on day to day life:**

**What do we need to do as soon as this behaviour starts? Do we know of strategies that are effective in preventing this behaviour from escalating?**

**Are there any planned restrictive safer handling that we might need to use?**

**Do the student need a "bridging" activity when the episode is over before returning to normal activities?**

**Will there be any specific consequences set as a result of the behaviour?**

*It is given therefore, that any restrictive physical intervention that is not planned shall be deemed as an "emergency intervention" and as such, must be recorded.*

Signed: \_\_\_\_\_ (Class teacher) Date:

Signed: \_\_\_\_\_ (SLT)

Signed: \_\_\_\_\_ Parent