

ASHGATE CROFT SCHOOL

PUPIL BEHAVIOUR POLICY



Approved by Full Governors: 03.05.2018

Minute No.: 39.2/18

This policy should be read in conjunction with Health & Safety/Child Protection/Safeguarding/Looked After Children/ Allegations of Abuse/Moving & Handling/Recruitment/PSHE/Sex Education/Careers/Work Experience/Confidential reporting Code/Governors Induction/Staff Induction/Touch Policy/E-safety policy/Calm room policy

AIM

To promote and maintain positive behaviour in a safe environment to enable effective learning.

This policy is based on our School Values – it is important for us that our pupils feel happy and secure, that they show courtesy and respect for others and that they have the opportunity to develop their self-esteem and confidence. The policy has been written alongside the Local Authority policy 'Positive Behaviour Support (including Physical Intervention)'.

INTRODUCTION

The school places great emphasis on the safety and wellbeing of its pupils and staff. Derbyshire County Council have a license from The Lodden Training & Consultancy to utilise PROACT-SCIPr-UK® as the preferred methodology regarding Positive Behaviour Support. The PROACT-SCIPr-UK® methodology includes physical intervention and is approved by BILD (British Institute of Learning Disabilities). Ashgate Croft School recognise the Local Authority policy and guidance on Positive Behaviour Support (including Physical Intervention) and agree to work within these guidelines, including minimising the use of physical interventions (and using the least restrictive intervention) through emphasis on sound behavioural support strategies.

All new staff will receive PROACT-SCIPr-UK® training as part of their induction and all staff will continue to receive regular training based upon their specific needs. It is the responsibility of all staff to follow the PROACT-SCIPr-UK® approach. All staff work within school policies and work together as a team, communicating effectively and in a professional manner.

We place emphasis upon promotion of good behaviour rather than dwelling on negative behaviour. This is supported by attention to the effects of the physical environment and teaching strategies. All pupils' achievements are positively recognised and that Parents/Carers are informed. This policy refers to positive behaviour throughout the school day, including breaks and lunchtimes.

STATEMENT ON THE USE OF PHYSICAL TOUCH

Physical touch is an essential part of human relationships. As such, no touch policies are questionable, and could actually be classed as 'acts of omission'. We use touch to prompt, to give

reassurance or to provide support, but this must be used sensitively and appropriately, in line with our safeguarding protocols and the unique needs, characteristics and preferences of the individual. Some pupils/young people may find physical touch unwelcome and this right must be respected. Such sensitivity may arise from the pupil/young person's cultural background, individual needs, personal history, age etc. Please see the 'Protocol for Touch' document found in the 'policies' folder.

WHAT IS 'POSITIVE BEHAVIOUR SUPPORT'?

Positive Behaviour Support involves proactive intervention to address individual needs before problems arise. If proactive interventions are effective, challenging behaviours should reduce. Plans are primarily proactive and involve analysis of the function(s) of behaviour and focus on meeting needs and developing skills so that negative behaviours are less likely to occur.

WHAT IS 'PHYSICAL INTERVENTION'?

There is a difference between Physical Intervention and Restrictive Physical Intervention. In this school these are defined as follows:

NON-RESTRICTIVE PHYSICAL INTERVENTIONS: Where physical touch is used to support the young person and they have the choice to move away from the touch or where a cause of distress can be removed without the need to touch the young person.

RESTRICTIVE PHYSICAL INTERVENTIONS: Where the adult takes control of the young person and their actions to prevent, impede or restrict movement or mobility.

STRATEGIES TO MINIMISE THE NEED TO USE FORCE

It is the aim of Ashgate Croft School to avoid the use of force to physically restrain pupils in all but the most extreme circumstances. In order to do this the school will implement positive behaviour support strategies to ensure the use of force is minimized. The remainder of this policy focuses on how this is done. Use of physical intervention should be the least restrictive.

WHEN MAY A RESTRICTIVE PHYSICAL INTERVENTION BE USED

Restrictive physical intervention may be necessary in order to:

- Prevent a pupil injuring themselves or others, (e.g. rough play, stopping a young person from running towards traffic).
- Prevent a young person causing serious damage to property.
- Prevent a pupil/young person committing an offence.
- Prevent a pupil from engaging in any behaviour prejudicial to maintaining good order and discipline (This may be the case particularly in certain classes where the impact upon the other pupils could result in additional challenging behaviour. For example, in Specialist classes).

The use of a restrictive physical intervention will be the outcome of professional judgements made according to this policy. It will be avoided when possible and not be used for the convenience of staff (should be least restrictive).

Restrictive physical intervention will *only* be considered if other behaviour support options have proved ineffective or are judged to be inappropriate (or in an emergency situation).

Before deciding to intervene in this way, staff will weigh up, the risk of not intervening against the risk of intervening. Any actions will be carried out in the best interest of the pupil.

NB. STAFF DECIDING THAT NOT INTERVENING PHYSICALLY IS THE SAFEST COURSE OF ACTION FOR THEM SHOULD BE AWARE THAT SIMPLY DOING NOTHING IS NOT AN OPTION. THE EXPECTATION IS THAT AS A MINIMUM STAFF SHOULD RAISE THE ALARM AND SUMMON APPROPRIATE ASSISTANCE.

Where possible, Physical Interventions should be planned for as part of an Individual Behaviour Plan. There may be times however when an unplanned physical intervention has to be used. Following such an incident, a risk assessment must be carried out by the class teacher with support from a PROACT-SCIPr-UK® Instructor. In addition to this, a Physical Intervention Risk Matrix should also be completed

In circumstances where force is necessary and there is no alternative, the following basic points should be considered when undertaking a physical intervention:

- Stabilise or redirect as quickly and as safely as possible.
- Hold clothes instead of skin.
- Do not hold on a joint.
- Consider BBANC (as discussed in PROACT-SCIPr-UK® Training).
- Avoid pressure on vulnerable areas such as neck, diaphragm and stomach.
- Avoid pressure on areas which will restrict blood flow.
- Avoiding contact with sexual areas.
- Be sensitive to the child or young person so that control can be returned to her/him as soon as possible.

Staff who have received specific training on physical restraint must always act in accordance with that training.

Restrictive Physical Intervention Incident Reports

Following any incident which has involved a Restrictive physical Intervention, the incident should be recorded on the attached incident report form. A copy of this form will be kept securely and confidentially at the School and a copy sent to the Children and Younger Adults Health and Safety Section, marked confidential.

In addition to the above report, staff must inform parents if a restrictive intervention has been used (One Person Escort, Two Person Escort, The Hug, use of Calm room when not the child's choice). This should be done in the following way:

1. Staff inform the school nurse as soon as possible after the incident (not necessary for calm room)
2. Staff to phone parents to inform them of the incident and also explain the monitoring procedures (in case of Positional Asphyxia)
3. Staff record and monitor using the 'Positional Asphyxia Letter'. This letter should then be sent home and where possible returned to school the next day. Pupils should be monitored for 72 hours and the forms should then be kept at school alongside the ABC sheet and Local Authority Report (not necessary for calm room and One Person Escort).

WHO MAY USE RESTRICTIVE PHYSICAL INTERVENTIONS

Only “authorised staff” may use restrictive physical interventions. This means any paid worker, or person who has been given lawful control or charge of children and young people either on or off-site. It may include volunteers working at the school on a regular, or irregular, basis if they have received PROACT-SCIPr-UK® training.

The Headteacher will ensure that authorised members of staff receive information and training and that an up-to-date record is kept. A risk assessment may preclude staff from being authorised to carry out Restrictive Physical Interventions owing to medical or other issues.

POSITIVE BEHAVIOUR SUPPORT AT ASHGATE CROFT

FOLLOWING AN INCIDENT OF ANY BEHAVIOUR WHICH CAUSES CONCERN INCLUDING ANY USE OF PHYSICAL INTERVENTION

- These should be recorded using an ABC sheet online using IRIS software. The link member of the leadership team for the class will receive online notification and will monitor and provide feedback as necessary either face-to-face or using the IRIS software.
- Any such incident which needs recording over lunchtime should be reported verbally to class staff by Midday Supervisors or staff on duty. Class staff should complete an ABC sheet using the IRIS software, with the Midday Supervisor if possible.
- Any alleged bullying or racial incidents should be recorded using the IRIS software as above. The procedures stated in the Anti-bullying Policy will then be followed.
- During a crisis situation, class staff may call staff receiving non-contact for additional support and with an Instructor following an incident (see Post-Incident Support Sheets – reviewed and updated annually).

RISK ASSESSMENTS AND PHYSICAL INTERVENTION MARTIX

- Teachers are responsible for completing Risk Assessments.
- Risk Assessments must be completed or updated following any challenging behaviour.
- Risk assessments should focus on the significant risks involved when working with any pupil who exhibits challenging behaviour.

INDIVIDUAL BEHAVIOUR PLANS (IBPs)

- Any pupil requiring specific behaviour support requires an Individual Behaviour Plan. The aim of any Individual Behaviour Plan is to provide proactive behaviour support including rewards, as well as stating responses to behaviours causing concern and highlighting the possible use of physical interventions.
- Following detailed observations of pupil behaviour as well as functional analysis, teachers and class staff write the IBP, detailing clear observable behaviours which might indicate a pupil is at any given stage of arousal from hypo to hyper through a 5 stage scale.
- The IBP provides a ‘script’ for each of the stages of arousal to ensure consistency and a clear plan for staff to follow.

PROACT-SCIPr-UK INSTRUCTOR SUPPORT

- We currently have 4 PROACT-SCIPr-UK® instructors who are: Claire Jones –Headteacher; Jenny Dodds – Deputy Headteacher, Ali Rodgers – Assistant Head (Middle school), Neil Amos - Assistant Head (Primary school). The Instructors provide in-house and external training as required including Proactive Working Practices and the use of Keeping Safe Interventions. Training in Person Specific Physical Interventions will be delivered following an audit of need. We also have one additional link member of the Leadership Team (although not currently PROACT-SCIPr-UK® instructors) – Georgia Fisher, Assistant Headteacher (Upper school).
- Guidance and advice to staff is provided by Instructors on a regular basis.
- Instructors have identified link classes across the school to monitor ABCs and to review IBPs, Risk Assessments and analysis documentation. Instructors meet with their link class teachers / staff regularly to review behaviour.
- The four Instructors and assistant head meet on a regular basis to discuss and monitor behaviour support across the school using the IRIS software.
- Instructors are responsible for ensuring that reports regarding Restrictive Interventions are sent to the Local Authority.

RESPONSIBILITIES OF PARENTS/CARERS

The school recognises that Parents/Carers play a vital role in the promotion of pupils' appropriate interaction in school and the importance of positive home-school liaison encouraging opportunities to discuss pupils' individual needs. Parents/Carers are encouraged to recognise and celebrate their children's achievements. The school expects Parents/Carers to inform the school of:

- Behavioural problems pupils experience at home.
- Any health issues or medication that may affect a pupil's behaviour.
- Any trauma that affects a pupil's performance or behaviour.
- And inform the school if they seek external advice or support for behavioural difficulties.
- Class teachers inform Parents/Carers of any concerns they may have about a pupil's behaviour with a view to working with them to promote positive change.
- The school informs Parents/Carers when it requests advice from outside agencies e.g. educational psychologist, social care etc.

EXCLUSION

As a general rule the aim is always to keep pupils in school, however fixed term exclusion may need to be considered for instances of serious negative behaviour which may include:

- Intentional physical assault against a pupil or member of staff.
- Persistent and deliberate verbal abuse and intimidation including electronic messaging.
- Persistent disruptive behaviour.
- Persistent refusal to follow staff instructions.
- Deliberate damage / vandalism to property.
- Bringing drugs including alcohol into school.
- Bringing items into school intended to be used as weapons.
- Racist incidents.

Only the Headteacher, or in her absence the Deputy Headteacher, may exclude or threaten to exclude pupils from school. Local Authority Exclusion guidance will always be followed. **Each case for exclusion will be considered in relation to an individual pupil's special educational needs and particular circumstances.**

PROMOTING WHOLE CLASS POSITIVE BEHAVIOUR

It is the class teacher's responsibility to initiate, negotiate and develop reward systems for use within their class of pupils. It is important that in the classroom a positive, supportive and secure environment is created.

In addition to individual class rewards, whole school reward systems are in place. These are weekly Good Heart Awards, weekly Achievement Certificates and RRSA Children's Rights certificates for the Primary Department. In Secondary, pupils gain a class reward (different in each class). These are added up to 10, 20 or 30 points and when achieved, pupils are awarded a prize in assembly. Secondary pupils also receive RRSA Children's Rights certificates.

Pupils receive RRSA Children's Rights certificates

Links to UN Convention on the Rights of the Child

Article 3: The best interests of the child

Article 19: Protection from all forms of violence

Article 23: Children with disability

Article 28: Right to education



10 Key Principles of Behaviour Support at Ashgate Croft School:

1. Promoting good behaviour around the school is the responsibility of all staff.
2. Be positive – emphasise the promotion of good behaviour, rather than dwelling on poor behaviour.
3. Catch the pupil being good – tell them you have noticed.
4. Treat all pupils with mutual respect – show them that you are willing to listen and understand, and that you value what they say.
5. Be clear and consistent – make sure that pupils understand your expectations.
6. Avoid 'head on' conflicts – help pupils find a way out of difficult situations and give them a choice if necessary.
7. Be aware of the implications of specific disabilities on behaviour eg Autism, ADHD.
8. Be aware of each child's developmental level and individual needs – what is reasonable for this child?
9. Wherever possible, do not shout at pupils.
10. Do not talk about pupils in front of them or other pupils.

AND REMEMBER *each day is a fresh day with yesterday's misdemeanours left behind!*

**RESTRICTIVE PHYSICAL (RESTRAINT)
Record of Incident**

Date of Incident:	
Name of School:	

1. Names of those Involved:
Staff: _____ Others: _____
Pupil(s): _____

2. Time of Incident:
Location: _____

3. Events leading up to physical intervention (including alternative strategies used):

4. Account of actual incident (include details of actions, method of restraint, words used, witnesses, etc)

5. Outcome/resolution of incident:

6. Follow up actions (advice to carers, support for staff and pupils involved etc):

7. Names of witnesses and attached witness accounts (signed by witness):

8. Record if any injury/damage to property:

9. When and how those with Parental Responsibility were informed

10. Has any complaint been logged YES/NO

Report completed by.....	Report checked by.....
Signed.....	Signed.....
Position.....	Position.....
Date	Date

To Be Kept In a Central School File and Copy Sent To Children and Younger Adults Health and Safety Section

AROUSAL SCALE & INDIVIDUAL BEHAVIOUR PLAN

Name (initials)

Class

Date Collated

Next Review Date

AT ALL TIMES DO...

AT ALL TIMES DON'T...

LEVEL	BEHAVIOURS	STRATEGIES TO BE USED
5 <i>HYPER AROUSAL</i>		
4		
3 <i>FIRST SIGNS OF ANXIETY</i>		
2 <i>OPTIMUM</i>		
1 <i>HYPO AROUSAL</i>		

RISK ASSESSMENT

ACTIVITY:				LOCATION:		DATE:
PEOPLE AT RISK:				Reviewed:		
HAZARD	SEVERITY	LIKELIHOOD	RISK RATING	CONTROLS		RESIDUAL RISK

FURTHER ACTION TO BE TAKEN TO REDUCE RISKS	ACTION BY (PERSON/PERSONS)	COMPLETION DATE

Signature of Assessor:

Position:

Date:

Revision:

PROACT-SCIPr-UK[®] Physical Intervention Risk Matrix

	Log number
Name of Physical Intervention.	
Context for use	
Who is the risk to (staff / individual)?	
Physical Intervention Schedule Ref No.	
Potential injuries	

A) How likely is the injury likely to occur?

	Description	Tick
Rare	This event may occur in exceptional circumstances e.g. less than once per year.	
Unlikely	There is a slight chance of this event occurring e.g. one to twelve times per year.	
Possible	It is quite possible that this event will occur e.g. one or more sessions per month up to weekly.	
Likely	This event is likely to occur at some time e.g. one or more sessions per week up to daily.	
Almost certain	This event will occur frequently e.g. one or more sessions per day.	

B) What are the likely consequences if the risk actuates (potential)?

	Description	Tick
Negligible	No injury	√
Minor	Minor injury – requires reporting internally	
Moderate	Serious (or potential) injury to staff or individual – requires reporting internally	
High	Serious (or potential) injury, incident needs reporting to authorities. (In the event of an injury this is likely to require reporting to HSE - RIDDOR in addition to internal reporting and reporting to The Loddon Training & Consultancy - PROACT-SCIPr-UK [®])	
Very High	Death or Serious Injury requiring hospital admission and will require reporting to the HSE - RIDDOR, CQC, DcSF or DoH in addition to internal reporting and reporting to The Loddon Training & Consultancy - PROACT-SCIPr-UK [®]	

RISK ANALYSIS MATRIX - Please underline perceived risk

Likelihood	Consequence				
	Negligible	Minor	Moderate	High	Very High
Rare	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Unlikely	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>10</u>
Possible	<u>3</u>	<u>6</u>	<u>9</u>	<u>12</u>	<u>15</u>
Likely	<u>4</u>	<u>8</u>	<u>12</u>	<u>16</u>	<u>20</u>
Almost certain	<u>5</u>	<u>10</u>	<u>15</u>	<u>20</u>	<u>25</u>

Key - Please enter score. [Please note for all levels comments for the low risk category must be followed in addition to those of the other categories].

1.	2.	Risk score	Action
		12-25	<i>High risks:</i> A detailed functional analysis, and a documented rationale based on audit must be provided to for discussion prior to the provision of training.
		5-10	<i>Medium risks.</i> The provision of training must be person-specific based upon a documented audit of challenging behaviour.
		1-4	<i>Low risks.</i> Ensure organisation has an effective policy and adheres to the guidance provided by The Loddon Training & Consultancy - PROACT-SCIPr-UK [®] for implementation and the BILD Code of Practice 2006
Score			
Date completed/assessed		Completed by	

APPENDIX 8

Primary Department

Pupils are presented with certificates in Primary Assembly, every Friday morning:
Class teachers choose at least 1 pupil per class to receive a certificate for an achievement.

Rights respecting certificates are also handed out if there have been nominations.

Good Heart – all nominees receive a sticker and certificate.
– “winner” receives a ‘good heart dog’ to look after for the week and a certificate

Middle/Upper Department

Pupils are presented with certificates in their Assembly

Note:

- All pupils are awarded individually for positively recorded behaviour and attitude to learning every day, following the class reward system. Reward points/tokens cannot be removed. (Some pupils will also have individual behaviour reward systems in addition to this linked to their IBPs).
- Each pupil’s tokens/points are recorded individually following the class reward system.
- When a pupil successfully achieves 10 points/tokens they can select a prize in assembly from the ‘10 point’ reward cabinet or pupils can choose to ‘bank it’ and wait for either ‘20 point’ or ‘30 point’ prize.

NB Reward tokens/ points should be given some prestige and value, so staff are encouraged to be selective in awarding them. Pupils must feel they have to earn them and they are given out for achievement.

Good Heart – all nominees receive a small certificate in the shape of a brick to place on the “Building a Better School” wall in the Cuttholme Hall.

RRSA Children’s Rights Certificate – all nominees receive a certificate and a sticker (if they would like one).