



ETON DORNEY
INDEPENDENT THERAPEUTIC SCHOOL

NURTURING KINDNESS, COMPASSION & SELF BELIEF

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| School: | Eton Dorney | | |
| Policy: | Behaviour Policy – Learner Support | | |
| <p>This policy will be reviewed on an annual basis, but will be reviewed termly by the Headteacher.</p> <p>This policy will be read, understood and signed by all staff yearly and where changes have been made in line with government and DofE guidelines and changes.</p> | | | |
| Date of last review: | July 2020 | Review period: | Annual |
| Date of next review: | July 2021 | Owner: | Eton Dorney School |
| Type of policy: | Statutory | LGB/Board approval | Board approves; GB signs off |
| Version: | V 2.0 | © 2020 Eton Dorney School | |

Positive Behaviour Support and Management including the Use of Reasonable Force

Introduction: Purpose and Scope

This is a policy for use within services operated by Eton Dorney School and employees of the organisation.

The purpose of the policy is to:

- Provide a positive and proactive framework for supporting children and young people who may be at risk from exhibiting behaviour that may be regarded as ‘challenging’.
- Define and articulate the values and principles of the organisation.
- Ensure the health, safety, security and welfare of the children and young people supported by the organisation and the employees of the organisation.
- Provide a framework for employees and enable them to dispense their duty of care accordingly.
- This policy is written in the context of national documents and initiatives; these are listed in appendix 1 and were current at the time of publication.

Eton Dorney School:

- Aims to provide services for children and young people, in which they feel safe, secure and in an environment free from abuse, bullying, and violence as well as a place where their behaviour presentations are being worked through.
- Believes in working with children and young people in a positive and proactive manner, it believes in fostering appropriate adult child relationships in which children and young people feel valued.

The scope of this policy is to address assessed needs within Eton Dorney, all staff working within the organisation have a responsibility to be aware of this policy and dispense their care towards children and young people, colleagues and the public in accordance with the principles within it. Partner organisations will be made aware of this policy.

To reflect the principles that Eton Dorney believes, emphasis must be afforded to the welfare and rights of children and young people and the belief that positive behaviour support is the most effective way of working with children and young people the policy is divided into two distinct parts:

Part 1 Positive Behaviour Support

Part 2 Use of Restrictive Physical Interventions; in line with the Department for Education Use of Reasonable Force Guidance July 2013

Part 1 Positive Behaviour Support

Section 1: Values & Principles

1.1 Eton Dorney believes that it provides excellent opportunities to individual children and young people through:

- Appropriate assessment and effective support
- Individualised packages of education, support and inclusion
- Flexible approaches to educating and supporting children and young people
- Enabling each child and young person to achieve their full potential
- The development of appropriately trained staff
- Involvement and discussion with children, young people and their families or carers

1.2 There is an expectation that:

- Managers and staff are aware of this policy and operate within the guidance associated with it
- Managers and staff are aware of national initiatives and guidance and operate within guidance, statutory or otherwise as it is issued by the relevant agencies and departments (please see the appendices of references for guidance that was current at the time of adopting this policy)
- There is a process for assessing, reducing and managing risk in the context of behaviour support
- There are robust recording and reporting systems, these systems must be current and all staff should make good and appropriate use of them
- In all circumstances people must have access to appropriate support following an incident; this includes staff, children and young people, visitors and others who may have witnessed an incident which has an effect on them.

1.3 All children and young people should have access to:

- Appropriate support
- Education and the curriculum
- Opportunities to maintain interests and develop new interests
- Appropriate opportunities for sustaining and developing a range of relationships with other children and young people, their families and friends

- Documentation in a format they understand and articulate a preference for
- Information that is accessible
- A service that is sensitive to culture, ethnicity and spiritual need.
- Attend appropriate meetings where their behaviour is discussed

1.4 Eton Dorney supports many children and young people. We offer support based on assessed need, with due regard for gender issues, culture, personal identity, and spiritual expression.

Section 2: Positive Behaviour Support

2.1 Positive behaviour support is achieved by ensuring that Eton Dorney works positively and proactively with children and young people. For this to be achieved staff will view behaviour in the wider context and understand that:

- Behaviour is experienced, expressed and used within the context and dynamics of human relationships
- Behaviour is most often used to communicate unmet need
- Human behaviour can be experienced and expressed through a range of emotional expressions, all of which are observable
- Most human behaviour is acceptable within certain environmental constraints; it is most often the environment that increases risk
- It is often the environmental setting that creates behaviours which are viewed as socially unacceptable by others
- Some children and young people will have experienced environments in which a range of behaviours may have been supported as appropriate and reinforced by adults in their life
- It is accepted that experiences of abuse and trauma can impact on behaviour
- Children and young people experiencing periods of uncertainty, bereavement, illness or chaos in their life may also use behaviour to communicate how they are feeling.

EDITS will implement Team Teach and EDITS Recovery Ladder to support the organisation to:

- Identify personal and environmental factors which impact on individual children and young people
- Assess the reasons why a child/young person may use particular challenging behaviours and the function the behaviour(s) serve for the individual
- Ensure that we develop strategies that help prevent challenging behaviour through effective support, therapeutic input and identified professional support
- Ensure access to appropriate professional support for children and young people
- Enable access to services and support on an equal basis for all children and young people
- Support opportunities for inclusion where practicable and appropriate
- Monitor and evaluate behaviour and continue to review interventions accordingly
- Develop individual Behaviour profiles and engagement plans.

Primary prevention will be achieved by:

- Holding positive views of children and young people and building on the relationships
- Developing appropriate positive relationships with children and young people based on appropriate values base and professional boundaries
- Creating an environment in which children and young people feel safe and secure
- Ensuring staff have the appropriate skills to effectively support children and young people

- Supporting children and young people, as far as is possible, to understand their behaviour and learn alternative ways of expressing themselves or achieving their desired aim through alternative methods
- Involving, listening and taking account of the views held by the child/young person.

2.2 Secondary prevention should be used where primary prevention has been ineffective and is achieved by:

- Ensuring staff have clear guidance and appropriate skills to implement the guidance
- Recognising the personal indicators exhibited by individual children and young people when they are having difficulty in managing their emotional state or are reaching crisis
- Identifying and implementing previously successful diversion and de-escalation strategies, these must be incorporated in to the individual behaviour profile.
- Identifying emerging risk indicators and ensuring there is a written record.

2.3 Sanctions/Rewards/Exclusions:

Below is a list of recognised and authorised Sanctions and Rewards, which should be used in line within the behavioural strategies identified above:

Classroom Rewards:

- Verbal praise
- Written praise in work books and letters home
- Golden Phone call with parents / carers
- Reward points for behaviour, work completion and individual targets
- Weekly onsite / offsite school trips

Classroom Sanctions / De-Escalation:

Where applicable, sanctions can be used as a consequence of specific behaviours. These sanctions will be proportionate, necessary and fair. Certain factors will be taken into account such as the pupil's age, level of understanding, emotional state, communication needs, plus any other additional factors.

Sanctions may include, but are not limited to:

- verbal challenge
- planned ignoring
- diversion task
- additional support
- time out from classroom (in another classroom with supervision)
- phone home to parents / carers
- apology letters for negative behaviours towards others if appropriate
- work with Headteacher or Deputy Head with the Recovery Ladder.

EXCLUSIONS

Exclusion will only ever be used as a last resort and will always be seen as a sanction to be avoided if at all possible.

Fixed term exclusions: Procedure

Exclusions will normally be of a fixed-term nature, typically between one and three days. Department for Education regulations allow the Head Teacher to exclude a young person for one or more fixed periods not exceeding a total of 45 school days in any one school year.

Following an exclusion decision, the Young Person will be kept safely under supervision, apart from all other pupils. The parents or carers of the Young Person will be contacted and asked to collect the child. A letter will also be sent by post, setting out the background to, and details of the exclusion. It will also set out the rights of appeal of the parents and the next steps (as below).

Parents/carers may appeal to the Head Teacher against any exclusion. If they are not satisfied with the outcome, they may appeal to the Managing Director of Calcot Services for Children, whose contact details are available on the school's website.

The Managing Director may decide to meet with the parents/carers to consider the appeal. Parents may be accompanied at the meeting by their choice of representative and minutes of the meeting will be taken. Any decisions made at this stage will be final.

A return to school meeting will be organised to coincide with the expiry of the fixed-term exclusion. This will involve the Head Teacher, and other staff where appropriate. During this meeting a Support Plan will be drawn up, which will include a review date. During the course of a fixed term exclusion where the Young Person is to be at home, parents/carers are advised that the Young Person is not allowed on the school premises, and that daytime supervision is their responsibility as parents/carers.

Records relating to exclusions will be stored confidentially.

Investigation

Exclusion will only be imposed instantly if there is considered an immediate threat to the safety of others in the school or the Young Person concerned. The Head Teacher will conduct thorough and appropriate investigations before deciding whether or not to exclude a Young Person, allowing the Young Person to give their version of events, and considering the wider context, including all appropriate school policies, to ensure that any relevant context is taken into account.

Permanent exclusion procedure

Permanent exclusions will be rare but remain as an option in extreme cases. The extreme cases that will lead to consideration of a permanent exclusion include the following:

- Supplying or use of illegal drugs
- Sexual abuse
- Continuous violence towards a teacher in the school
- Carrying an offensive weapon
- Arson

As above, a full investigation will be carried out by the Head Teacher considering all context, in consultation with the Managing Director. Parents will have the same rights of appeal against permanent exclusion.

Recording Sanctions:

Records of the Sanctions used must be included within the Behaviour Incident Form on **Iris Adapt**

Section 3: Risk Assessment

3.1 When assessing risk the following must be considered:

The environmental context of the behaviour and the relative effect this may have on the element of risk and potential outcomes of the behaviour.

- Personal vulnerability factors affecting individual children and young people and the impact this may have in contributing to their behaviour and how they express themselves
- The probability of emerging risk and the seriousness of potential outcomes
- How preventative and proactive measures may effectively reduce the level of risk
- The implementation of risk reduction strategies within the primary and secondary behaviour support plan, as detailed in part 1 sections 2.2 and 2.3 of the policy.

3.1 All children and young people who have Behaviour Support Plans must have an appropriate written behavioural risk assessment which details the below:

- The target behaviour(s)
- The environments in which the behaviour is displayed
- The objective assessment of the level of risk the behaviour presents to the person and/or others
- If possible/ relevant an identification of who is at risk
- The primary risk reduction strategies as behavioural interventions
- The secondary risk reduction strategies as behavioural interventions
- Short and long-term goals of the risk reduction strategies
- Short-term aims of the behaviour profile
- Long-term aim of the behaviour profile

Section 4: Reporting and Recording

4.1 It is important that in achieving consistent standards of support staff use appropriate reporting recording tools. Eton Dorney has a robust set of appropriate reporting and recording tools.

This will enable staff to record:

- The context of the incident, date, time of day, location, environmental issues
- Who was present including other children and young people staff, members of the public or family members
- Type of incident and relative risk
- Antecedent factors, what happened before the incident
- What alternative actions had been tried to prevent the escalation of the incident
- How the behaviour was effectively managed and the outcomes of the situation.
- Which staff / adults lead the intervention
- Any physical intervention will be signed off by the Headteacher / Welfare Lead

- 4.2 All incidents will be reviewed every month to ensure that the information can be used to update behaviour profile ensure that behavioural risk assessment is being implemented appropriately.

Part 2 Use of Restrictive Physical Interventions

Section 1: Introduction

Eton Dorney believes in providing a safe and secure environment in which children and young people can flourish and reach their potential through the delivery of a curriculum which promotes motivation.

The nature of the physical intervention should be reasonable, necessary and proportional to the behaviour, the individual, and the level of harm which the individual could cause. Physical intervention is used only as a last resort to manage challenging behaviour. The type of Physical Intervention used at Eton Dorney is Team Teach, which all staff will be trained on.

Physical intervention will only be used:

- To prevent a Young Person from harming themselves or others
- To prevent a Young Person from causing serious damage to property
- To prevent a Young Person from causing serious disorder
- To transition a Young Person to a safer environment.

Section 2: Use of a Safe Space

This section refers to the methods used for removing the Young Person from a situation, which causes anxiety or distress, to a location where they can be closely and continually monitored whilst at the same time providing support until they are ready to resume their usual activities. This action should be applied only when it is in the best interest of the Young Person and it reduces the risk to themselves or others. The welfare and safeguarding of the Young Person are the primary concern. Time out should be used as part of an agreed behaviour profile

Use of a safe space should be added as a strategy to the behaviour profile post incident if it does not already exist in the behaviour profile

- The use of time out should be recorded in the appropriate section in the Behaviour Incident report
- The Young Person should be continuously observed while in the safe space
- If a Young Person is taken to a safe space, this must be logged by the Behaviour Lead in a separate time out logbook. The Young Person should be observed at all times and assistance should be available if needed.

Section 3: Legal Issues and Responsibilities

3.1 DfE guidance suggests an employee may have lawful excuse for the use of restrictive physical interventions to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;

- prevent a Young Person behaving in a way that disrupts a school event or a school trip or visit;
- prevent a Young Person leaving the classroom where allowing the young Person to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a Young Person from attacking a member of staff or another pupil, or to
- stop a fight in the playground;
- restrain a Young Person at risk of harming themselves through physical outbursts.

In any event employees must be acting within the law and policies of Eton Dorney. They will also have regard for the training they have received and act within their level of knowledge, skills and relative experience. Individuals will be responsible for ensuring they act with due regard for the concept of reasonableness, see section 1 of the DfE guidance 2011; *“Reasonable in the circumstances means using no more force than is needed.”*

3.2 The decision to use restrictive physical interventions must be taken in the context of:

- The level of risk presented by the behaviour
- The seriousness of the incident
- The relative risks of the use of any physical intervention compared with any available alternative.

3.2 Staff at Eton Dorney are Team Teach trained and will follow the Team Teach behaviour management approach (de-escalation, prevention, physical intervention as last result). Staff are aware that they are only allowed to perform the techniques taught to them by the in-house Team Teach Instructors.

3.3 It will be important that employees are aware that all incidents which result in the use of a physical intervention ensure that the incident is recorded and reported upon in line with Health and Safety at Work Act 1974, 2000.

Section 4: Power to search pupils without consent

4.1 In addition to the general power to use reasonable force described above, headteachers and authorised staff (Welfare Lead, Deputy Head and Headteacher) can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence,
- mobile phones
- electronic items
- energy / fizzy drinks
- studded footwear
- Any other item which is deemed to be able to cause personal injury or damage to property

Force cannot be used to search for items banned under the school rules

Section 5: Supporting Prevention of Restrictive Practices

- 5.1 Eton Dorney believes that physical interventions are a last resort and have developed a behavioural approach that primarily focuses on understanding the individual child/young person and responding to their needs. Primary and secondary behaviour support strategies will reduce the use of restrictive physical interventions and staff are expected to follow a gradient approach to the support, prevention and management of behaviour.

Section 6: De-brief

- 6.1 Following the use of emergency restrictive physical interventions de-brief should be offered to the child/young person and anyone present including other children and young people or visitors as well as the staff involved in holding the child/young person.
- 6.2 De-brief may be offered in a formal or informal manner it is the responsibility of the welfare lead or Headteacher to ensure that debrief is offered to children and young people, employees and others affected by incidents.
- 6.3 Where it is identified that children and young people require more ongoing support Eton Dorney will act responsibly in sourcing effective support for children and young people. It will be important to work with other agencies in achieving this.

Section 7: Training

- 7.1 In line with section 6 of DfE non-statutory guidance Eton Dorney has assessed the level of current risk and training needs across its provision.

Eton Dorney offers in-house training (with a refresher every year/2 years) in behaviour prevention, support and management through TeamTeach. We also use an approach with principles of Positive Behaviour Support to encourage staff to work in proactive supportive ways with young people. It is based upon a belief system that values individuals and their ability to contribute effectively to their society and places value upon therapeutic relationships where aversive techniques are not appropriate. All staff are required to attend training and apply the policy in their practise. This helps create a whole school approach and culture of effective behaviour support management.

This training emphasises the importance of:

- Effective child centred support
- Good communication and interaction
- The development of appropriate adult child relationship
- Creating an environment in which positive behaviours are effectively supported and valued
- Developing behaviour profiles that emphasise primary and secondary prevention of behaviour
- Understanding that all behaviour is functional
- TT training will be attended by all employees at intervals of no more than 2 years apart.

Section 8: Complaints about the use of force

- 8.1 All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

- 8.2 Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- 8.3 As an employer, Eton Dorney recognises that it has a duty of care towards its employees. As such Eton Dorney will make available appropriate pastoral care to any member of staff who is subject to a formal allegation made by a Young Person or colleague.

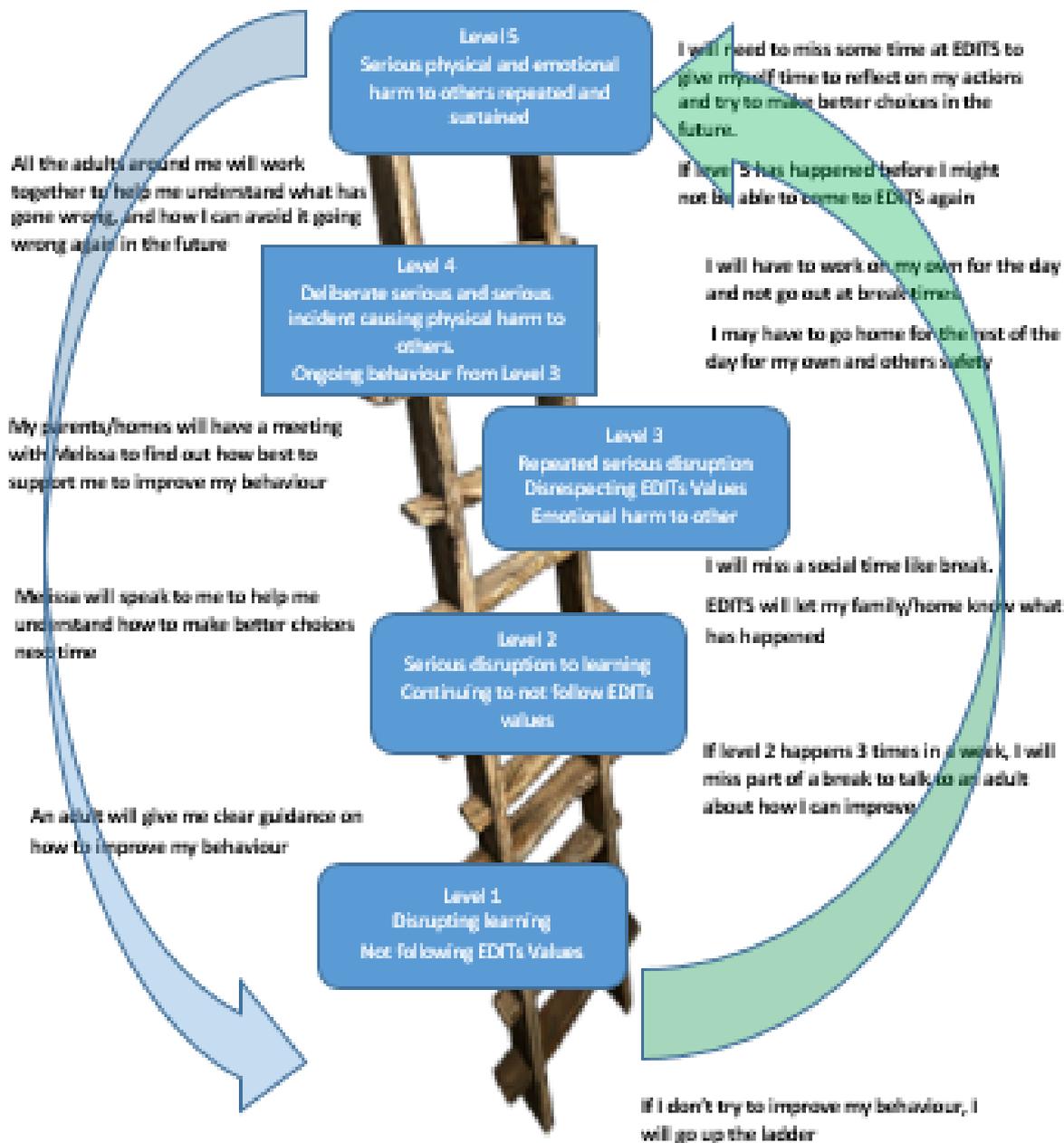
ANNEX A

Appendix 1

National Guidance and Related Documents

- Department of Education (2013) *Use of Reasonable Force: advice for Headteachers and governing bodies* London: DfE. Available at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
- Department of Health (2002) *Guidance for the Use of Restrictive Physical Interventions*. London: HMSO.
- Advice for Headteachers, staff and governing bodies (DfE 2013)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003).
- Department of Health and Welsh Office (1999) *Mental Health Act 1983 Code of Practice*. London: The Stationery Office.
- Education and Inspections Act 2006. Available at:
<http://www.legislation.gov.uk/ukpga/2006/40/contents>
- Education & Inspections Act 2006, (Section 93)
- Harris, J., Cornick, M., Jefferson, A. and Mills, R. (2008) *Physical Interventions: A Policy Framework*. Kidderminster: BILD Publications.
- Lyon, C. and Pimor, A. (2004) *Physical Interventions and the Law*. Kidderminster: BILD Publications.
- Mental Capacity Act (2005). London: HMSO.

Recovery Ladder



The adult will always:

Take time to explain to me how I can improve my behaviour so I can move down the ladder.

Give everyone time to think about what has happened and take time to discuss the consequences.

Use the consequence ladder to help me make better decisions next time.