BEHAVIOUR & PHYSICAL INTERVENTION POLICY

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Behaviour Policy

A: Achievement **S**: Self Worth **P**: Positive Regard **I**: Inclusion **R**: Relationships **E**: Empathy

At Rotherham Aspire we always strive to meet the complex needs of our pupils through:

Caring for our students through a continuous approach of unconditional positive regard. We constantly seek opportunities to celebrate successes positively reinforcing good behaviours.

The offer of a safe and secure environment that is consistent and comprised on nurture and attachment principles. We hope to promote independence and security through practicing clear routines and boundaries each day throughout each of our centres.

Our curriculum is developed to support and meet the Social Emotional Mental Health needs that many of our students present. We offer carefully planned learning opportunities that allow us to form good working relationships leading to us better being able to support any social, emotional aspects of learning.

At Rotherham Aspire our aim is to support pupils in behavioural changes over time. This may take a significant amount of time. In order to make the changes, an enquiry approach to behaviour is essential. Staff working with our pupils need to know the pupils really well, understand the impact of insecure attachment and trauma on behaviour, environment and special needs and use assessment tools such as Boxall Profiling, SDQ or Sensory Screening to implement relevant strategies and review them regularly.

Aspire approach to supporting students to successfully access learning in based around 3 key principles

Regulate - helping students to feel safe, secure and welcome.

Respond - Approaching our students with a sensitive attuned rapport that enables students to access learning opportunities.

Reflection – Learn from all experiences with support offered to develop and remember strategies to build resilience in all situations.

By the staff understanding and attuning with the pupil and supporting them to self-regulate through co-regulating with them first, changes to behaviour begin to happen. Intensive work also needs to be completed with the parents to recognise their difficulties and experience of attachment/trauma and support them in responding differently to their child's unmet needs. Rotherham Aspire has an established co -working relationship with our Local Authority Early Help Team which allows us to work closely with our young people and their families in a more consistent supportive manner. Interventions to support long term behaviour change include: Emotion coaching, Art or play therapy Sensory regulation exercises Key worker/mentoring time. Horticulture nurture programmes, Drama Therapy, Cognitive Behaviour Therapy and 1:1 targeted youth work.

Promoting good behaviour and creating a positive learning environment

It is the responsibility of all staff to promote good behaviour. Staff members are role models and we must actively demonstrate the behaviour we expect from pupils by the ways we conduct ourselves. High expectations of ourselves and others are at the heart of all we do. We influence the Behaviour for Learning of students both by our direct communication with them and through our observed actions.

Classroom expectations of pupils

These should be on display prominently in all classrooms and referred to frequently.
Our expectations are that pupils:

- Stay safe
- Give tasks a go
- Show respect

We need to be clear that we can use our classroom expectations pro-actively and consistently by acknowledging pupils when they 'get it right' and meet our expectations. This creates a positive ethos for all members of the school community.

Aspire, staff intervention to support the regulation of behaviour is clearly based on pupils' level of development, the nature of their disability and circumstances. Subsequently, any "Interventions" to address unwanted behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time. The types of interventions used across the learning community reflect the individual nature of class groups and pupils. These interventions may include:

- Use of planned support strategies including sensory breaks, calming strategies, mentoring, 'safe space'.
- Facial expressions of approval and mood – attuning with the pupil to prevent escalation.
- Verbal and non-verbal communication – as above.
- Systems that promote privileges and rewards
- Success reminders and praise.
- Assertive and consistent reinforcement of routines and protocols.
- Assertive and consistent use of positive interventions and positive language.
- Consistently modelling the behaviours we wish to see in the pupils.
- Explicitly teaching positive behaviours.
- Employment of assertive and therapeutic language (to influence positive behaviour).

- Restorative conversations and discussions to reflect, repair relationships and positive steps.
- Temporary withdrawal from the learning environment

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Expectations at social times

It is important that we hold high expectations about staff and pupil conduct throughout the day. Pupils are supervised throughout the day and this provides opportunities for staff to model good behaviour in a wider context.

Tracking and Monitoring Behaviour - During taught sessions throughout each day pupils can earn points by meeting the centre's expectations. Points earned are also accumulated throughout each half term. The total number of points earned has an equivalent monetary value which is presented to pupils via their centre.

Time spent in Reflection is recorded and analysed each half term to identify any interventions which may be needed.

These systems allow the centre to respond quickly and appropriately to pupils conduct and attitudes. Positive outcomes are re-enforced; negative outcomes are dealt with promptly and pupils are met with a new day 'fresh start 'attitude the following day within centre.

Within six to eight weeks of admission of a new pupil to the centre staff complete a social, emotional behaviour one page profile for the pupil. This identifies areas of strength and also areas where further support and intervention are needed. The assessment is repeated at the end of each term to monitor progress and identify further intervention. The outcomes of this assessment also inform decisions about re-inclusion to mainstream school.

Rewards - the daily points system allows us to reward pupils promptly and effectively when they meet our expectations. Consistently positive behaviour and attitudes to learning are rewarded each half term via the Centre. Pupils can also earn merits for exceptionally good work and/or conduct. Merits also have a monetary equivalent in the Centre's reward shop.

 Sanctions - As detailed above pupils may be withdrawn from a lesson and expected to complete Reflection periods. There is an expectation that pupils will return to lessons at the earliest opportunity once they are ready to re-engage with learning. Pupils may spend planned time in Reflection. Other sanctions available include contact with parent/carer, removal from particular activities for a fixed period of time, Break time detention, internal exclusion and fixed term exclusion.

Physical Intervention

This policy provides a framework for risk reduction and the use of Physical Intervention within Rotherham Aspire PRU and takes into account information provided in the revised and updated 'use of reasonable force' guidance dated July 2013 (revised July 2015).

- The Centre staff are trained in the TEAM TEACH risk reduction method and its aims, guidelines and approach are incorporated in this policy
- Central to this policy is the underlying core Principles that any physical intervention should be –
    In the best interests of the child
    Be the minimum force for the shortest time

Prevent injury pain or distress as far as is practicable
Maintain dignity
Be reasonable and proportionate
The action should be necessary and as (where appropriate) last resorts after all other strategies have been exhausted.
The physical techniques are based on providing the maximum amount of care, control and therapeutic support.

- There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.
- It is essential that any discussion of Physical intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. The use of physical intervention is embedded within a framework of holistic de-escalation in order to encourage the promotion of socially acceptable behaviours for all concerned.

The Legal Context

- The use of force is likely to be legally defensible when it is required to prevent-
  Self harming
  Injury to other children service users, staff or teachers
  Damage to property
  An offence is being committed
  Any behaviour prejudicial to the maintenance of good order and discipline within the school (Centre) or among any of its pupils.

- In the context of the PRU settings staff may use reasonable force to –
  Remove disruptive children form a classroom where they have refused to follow an instruction to do so
  Prevent a pupil behaving in a way that disrupts a school event or a school trip/visit.
  Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
  Prevent a pupil from attacking a member of staff or another pupil or to stop a fight.
  Restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable force may be used in exercising the statutory power, introduced under section 45 of the Violent Crime Reduction Act 2006, to search children/young people without their consent for weapons. This search power applies to Head Teachers and Staff authorised by them, where they have reasonable grounds for suspecting that a child/young person has a weapon, knife, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fire works, pornographic material, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Our local authority strongly advises we do not search pupils who resist.

Confiscation

School staff can confiscate any prohibited item found as a result of a search. They can also confiscate any item found which they consider harmful or detrimental to school discipline.

The full range of behaviour management strategies include

Non-physical interventions

Adaptations of physical environment
Use of space
Body language – stance and posture
Facial expressions
Volume, pitch, pace and tone of voice
Choice of words
Simple positive messages
Use of the PRU's environment –
The use of the quiet area in class, the corridor and the calming room in a positive and therapeutic manner where harm or damage is not caused by the pupil. Pupils are encouraged to use these areas to calm.
Sometimes when appropriate the playground area is used to encourage pupils to have the opportunity to vent off frustration and release associated high energy levels.
Sometimes pupils are also encouraged to use the playground or an outside area

Restrictive physical interventions

1. Guides – minimal resistance
2. Controls – moderate resistance
3. Restraints – rigorous resistance

- Restrictive physical intervention is the use of force to control a person's behaviour.
- Restrictive physical intervention involves the use of force to
    Restrict movement
    Restrict mobility
    Disengage from dangerous or harmful physical contact

Placing Physical Intervention in Context

Physical Intervention is never seen in isolation at The Alternative Resource Centre. It is but one strategy available to staff and should always be seen as a last resort when all other strategies have failed. Physical interventions can be placed in 2 broad categories:

Emergency Interventions:

- All staff reserves the right to use emergency physical intervention in order to maintain their duty of care.
- Emergency interventions will involve staff employing, where necessary, one or a combination of strategies in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response.

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Planned Interventions:

- Planned interventions involve staff employing, where necessary, one or a combination of the risk reduction strategies as agreed responses to pupil's behaviour.
- This will be documented in an Individual Behaviour Management Plan and will be reviewed termly. each child's plan will be shared and agreed with parents/carers. The Individual Behaviour Management Plan will list the risk reduction strategies to be used both physical and non-physical.
- Each pupil will also have a hierarchy of support that identifies preferred strategies and procedures for each level of behaviour.
- Hierarchies of support focus on de-escalation strategies in order to help pupils decrease their levels of challenging behaviour

Reporting and monitoring of incidents.

- Reporting and monitoring is of paramount importance for a number of reasons
  Protection for staff and pupils.
  Keeps a record of number of incidents so times/areas that most incidents occur can be tracked.

- Recording and reporting falls into:

Pre – incident

Hierarchies of support – aimed at providing strategies and actions for managing varying levels of described behaviour.
Individual Behaviour Management plans- details planned physical and non-physical interventions to be used in specific situations.

Post – Incident

Bound and Numbered book – to be completed for all incidents of RPI
Serious incident report – completed after a 'serious' incident signed by witnesses and cross referenced by number to the 'reported incidents of positive handling ' book

What is a serious incident?

- An incident will be deemed serious if
  The use of RPI as outlined in each pupil's positive behaviour management plan is considered sustained or used to an intensive amount.
  There is injury to the pupil, staff member or other person
  There is serious damage to property or the environment
  A pupil absconds from the premises
  There is repeated spitting directly at others.
  The incident warrants exclusion.

Post physical intervention procedures

- As soon as is reasonably possible after an incident involving RPI, staff need to fill out in the Bound and Numbered book and if necessary an incident report.

- Incident forms are kept in a central file.

- A de- brief for staff will be provided.

- Communication to parents / carers of the incident to be made.

- When both the staff member and child are calm then a de-brief needs to take place between them
    This should include (if appropriate) a discussion about strategies that the child could use in future.

- A reflect and review time will then take place between all staff members and any necessary modifications to practice or plans or, any other outcomes may be considered.