



Positive Management of Behaviour Policy and Guidelines

Created by: Adam Brewster: February 2016

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Governor Responsibility: Quality and Outcomes Committee

Signed: Date:.....

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Positive Management of Behaviour Policy

Heltwate School Positive Management of Behaviour Context Statement.

Heltwate is an all age Special School (4 – 19) for pupils with a complex and diverse needs. Heltwate School provides a curriculum suitable for children and young people within the SLD/MLD cognitive range; their ability to make progress will be limited across all areas of development. They may have a lifelong learning disability, which requires a multi-disciplinary service response. Children will have been assessed using standardised testing of cognitive functioning and will be performing below the 1st percentile. For primary age children, National Curriculum attainment levels will not exceed the year 2 learning goals. At KS4, pupils will not exceed entry level.

Children joining Heltwate will be functioning at significantly below their chronological age, i.e. below half their chronological age in most areas of development. They may have an inconsistent development profile. A differentiated and personalised curriculum is provided to meet their significant needs. The opportunities for independent learning and the range of activities may be limited because of this.

The needs include moderate and severe learning difficulties; Global Delay, Speech, Language and Communication needs; Oppositional Defiant Disorder; ADHD and Autism.

Any Heltwate school policy or whole school approach needs to be adaptable and able to flexibly meet the complex needs of our pupils and no more so than the Positive Management of Behaviour.

1. Aims and expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The school has a number of school rules, but the main aim of the Behaviour Policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. At the start of the academic year and on other appropriate occasions, the class teacher discusses the school rules. These 'Golden Rules' are displayed in each classroom across the school. In this way, every child knows the standard of behaviour that we expect. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class as and when appropriate. These rules may be adapted from class to class to suit the individual needs of the children.

1.3 The school expects every member of the school community to behave in a considerate way towards others. We recognise that each child is an individual whose needs and understanding of this will be dependent upon their own view of the world around us.

1.4 We treat all children fairly and endeavour to apply this behaviour policy in a consistent way.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter undesired behaviour.

1.7 The policy acknowledges and upholds the school's legal duties under the Equality Act in respect of safeguarding and in respect of pupils with SEND

2. Rewards and Sanctions

2.1 We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate children immediately (verbal, visual praise and/ or reward)
- Achievement Assembly – show and tell good work
- House points
- Effort grades
- Sun and cloud system
- Head Teacher's Award – Wall of Fame.
- Individual class charts, tokens and rewards
- Nominations Assembly
- End of Year Leavers' Celebration – parents and families invited
- Class Dojo Points

2.2 The school acknowledges all efforts and achievements of all children, in school and encourages them and their parents to share their successes out of school.

2.3 The school employs a number of consequences to enforce the school rules, and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation taking into account each individual child's needs. Our consequences may include:

- Remaining behind after the lesson to discuss behaviour or make up work
- Loss of playground activities during break or lunch break
- Loss of privilege
- In more extreme cases pupils will not be allowed to go on offsite activities, especially if there is a health and safety issue
- Cloud/ storm
- Time out

Use of safe spaces/ calm rooms and areas

Within the school there are a number of smaller spaces to help children to manage their own behaviour when distressed or challenged. At Heltwate, we call them a safe space/time out or calm rooms (dependent upon where they are in the building). These spaces have a multipurpose role – dependent upon the need at the time of the incident.

The purpose of the safe space/calm room/chill out room/time out room

They may be used to enable children who are distressed, angry, violent or in an agitated state to spend an appropriate period of time, in privacy, in a safe place, in order to regain composure and regulate. Students who are displaying unsafe behaviour may have to be directed to a calm room using Physical Intervention to avoid harm to themselves or others. It may also help some pupils to manage their own behaviour whether dysregulated or regulated by taking themselves to a safe space without the direction from staff. This may be a strategy used for individual students and should be included in their Individual Behaviour Support Plan

Time Out/Isolation

See appendix 1 for definitions of seclusion, timeout and withdrawal

In the most recent DfE “Behaviour and discipline in schools” guidance – advice for head teachers and school staff” document states in paragraph 42 that a school “can use a separate room when it is in the best interests of the child and other pupils. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances, and if it reduces the risk presented by the child to themselves and others.” Heltwate defines exceptional circumstances as being when it would be more physically distressing for the child to be restrained; that a restraint may potentially last for a significant period of time, which in our opinion is not healthy for child or adults involved; that the child is using force directed at other pupils and staff and needs to be prevented from harming themselves; other people or property. In these cases, children will have an Individual Behaviour Support Plan which identifies the most appropriate way to manage a child’s behaviour and keep them and others safe.

Description of spaces

- All rooms/areas have a view panel and in some cases a high level viewing mirror could be installed in order to ensure children can be seen at all times.
- Rooms/spaces may be key locked. On some doors there is a fob lock, coded lock which staff should be aware of.
- During the daytime, the school keypad system is activated on external doors.

General Practice of usage

- Children who need peace and quiet or space on their own, for whatever reason, can take themselves to the room, with permission or guidance from staff.
- Children are encouraged, as part of their social skill development to ask or to signal they need to go to the safe space.
- Some children, as part of their Individual Behaviour Support Plan have this area as an identified safe place.
- Children may be escorted, using a Team Teach physical intervention techniques to the safe space/time out room and placed in this safe space. A record of physical intervention will always be completed in this case on IRIS Adapt.
- The child will never be left unattended and should be observed either from within the room or outside via the view panel at all times.
- If the door is open – staff can sit by the child or just outside the door.
- Once in, or at the room, the child will be given every opportunity to settle and regain emotional stability.
- Staff are to monitor and observe the child. Sometimes, the child may feel even more distressed if they know that an adult is looking in or will display negative behaviours in order to gain attention or a reaction. In this case, an adult can withdraw from the immediate proximity of the calm room/area and monitor at a distance.
- The adult will only begin dialogue with the child and attempt to resolve the situation, at an appropriate time. The child will be encouraged, if appropriate, to talk through the antecedent behaviour that led to the situation. In most cases it would be hoped that the child would be able to return to class once any reparation has been made.
- The child/young person may be asked, (if safe and appropriate to do so), “would you like the door to be open or closed?”; ask if they would like you to be sitting with them in the calm area; ask if they would like to sit outside the room for a short while, whilst calming.

- Children will only remain in this safe space for the shortest possible time if the safe space is used against their will to keep them safe. If a child is extremely distressed and violent/challenging, a senior member of staff should be alerted, to support the lead member of staff.
- The frequency of its use will be monitored by the class teacher, behaviour lead or senior manager.
- Parents are informed by telephone or Class Dojo if a calm room or safe space has been used or that their child has experienced great distress and the action taken by the school.
- Opportunities for staff to debrief, particularly if the situation has been physically challenging will be given.

The identified areas are used to;

- Always ensure the health and safety of pupils, being aware of any requirements in relation to safeguarding and pupil welfare.
- Ensure that a pupil is kept in a safe space/time out room **for the minimum amount of time necessary** to calm them down or settle them so that they can return to lessons.
- All use of safe spaces and time out rooms are recorded as soon as possible, (no later than 24 hours), onto IRIS.

Please note, sometimes children take themselves to a calming space to regulate their own behaviour. If a child is using a calming area on their own accord, and there is no behaviour incident attached, then it does not need to be documented and parents do not need to be informed. In these cases, the child should be monitored but there isn't the need for him/her to be closely observed at all times.

Searching/reasonable force and confiscation

The school follows the requirements and advice contained in Behaviour and discipline in schools (Department for Education January 2016)

Behaviour Management and Support Strategies

For many of our pupils, challenging behaviour is usually a breakdown of communication. This may be the only way our pupils have of gaining attention, expressing feelings, expressing needs or refusing to engage. Be mindful of this when considering an appropriate mode of action or response to behaviour.

The intervention stage of managing behaviour at Heltwate requires staff to use their own professional judgement to analyse behaviour or incident that has occurred. Due to the broad range of disabilities and general social understanding that our students have, an individualised approach to managing behaviour must be implemented. In order to respond to a behaviour or incident appropriately, it is vital that staff analyse each situation accordingly to determine the most appropriate form of intervention. Analysis of these behaviours and incidents can be done by taking into consideration each student's individual needs and difficulties as described within their Individual Behaviour Support Plan. Adults, supporting an individual child, will look carefully at target behaviour, triggers, and potential purposes/ functions of behaviour before exploring proactive, active and reactive strategies followed by relapse prevention.

Some individuals require their own personal risk assessment. These consider how the general risks interact with the personal characteristics and behaviours of the individual. When the hazard relates to the behaviour of an individual, an individual risk assessment is required. The risk assessment relating to the student does not have to be complicated or elaborate. The people who contribute to the risk assessment and/ or Individual Behaviour Support Plan may include teachers, SLT, Behaviour Lead, teaching assistants and personal support assistants, care workers, social workers, occupational therapists, speech therapists, physiotherapists, family therapists, psychiatrists, clinical psychologists,

educational psychologists, family support workers etc. It is the responsibility of the class teacher to ensure students, who present challenging behaviour and pose a risk to themselves and/or others, have these documents in place and are reviewed regularly.

Recording and reporting incidents

The school records all behaviour incidents on IRIS Adapt, (a flexible and secure web based system which allows staff to record and analyse pupil behaviour).

Serious incident logs, involving Team Teach physical intervention, are recorded on IRIS and reviewed by SLT and/ or behaviour lead. It is school policy that all serious incidents must be recorded as soon as possible and no longer than 24 hours after the incident occurred. It is the responsibility of the staff member who witnessed and/ or managed the behaviour to complete the IRIS log and make the class teacher aware of what has happened. Class teachers are responsible for following through the incidents, recording any discussions with parents and informing SLT of any serious incident. SLT and/ or behaviour lead should be made aware of serious incidents that have occurred in school as soon as possible.

Where a pupil is causing concern, in relation to their behaviour, the analysis of the incidents impacts on the next actions, which may include:

- Meeting with staff and /or parents to discuss concerns and develop an Individual Behaviour Support Plan and/ or risk assesment, with a timed review
- Review of Individual Behaviour Support Plans and/ or risk assessments and current practice
- Identify any training needs
- Multi agency meetings
- Involvement of EP or other specialist team i.e CAMHS, school nurse, youth offending, Occupational Therapist

Risk assessments are put into place for children who present severely challenging behaviours and/ or behaviours that could lead to significant harm to themselves or others.

Following a serious incident whereby a staff member has been injured, care should be taken to support the staff member(s) involved. This is the priority after an incident, and it takes precedence over form filling. Staff should be allowed time, where possible, and access to the staff room or a quiet room to recover. SLT must ensure that support is available, and that staff have an opportunity to talk. Staff should be encouraged to contribute ideas to improve the way behaviour is managed. If a staff member is injured, then the staff member who sustains an injury or what they consider a near miss should be recorded onto the Local Authority system. Minor injuries do not need recording but if an injury has resulted in the skin being broken, which may cause infection or may cause further complications it should be reported.

2.4 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school feeling free from fear. Some pupils in the school have an Individual Behaviour Support Plan, which is developed with class teacher, support assistants and parents or carers. The Individual Behaviour Support Plan is reviewed after any serious incident and on an annual basis as a minimum expectation. Behaviour plans need to be readily accessible in the classroom. Heltwate School has an Anti Bullying Policy in place which is reviewed annually.

2.5 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push, or slap children. Staff should only intervene physically to restrain children to prevent injury

to a child, or if a child is in danger of hurting themselves. It is paramount that intervening physically to restrain is in the best interest of that child or others. The actions that we take are in line with government guidelines on the restraint of children. The school has adopted the Team Teach approach to the physical management of pupils. There is a clear protocol and expectations relating to the recording of any form of physical management. Heltwate staff members are Team Teach trained. Team Teach is an **accredited, award-winning provider of positive behaviour management training**, equipping individuals and teams in a variety of settings to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships at work or in daily life.

Team Teach Principles

It is important to remember that in line with our expectations most pupils behave well most of the time. However, in some cases, physical intervention may be needed, and this must be done in controlled and expert way, using Team Teach principles. Staff adopt positive behaviour support approaches with an emphasis on de-escalation, (95% restraint and risk reduction). Positive handling describes a holistic approach to a range of risk reduction strategies which may include non verbal and verbal support and, where ‘reasonable and necessary’, physical intervention. Heltwate staff always have the best interest of the child at heart to keep everybody safe and free from harm as much as possible. Sometimes, this requires supporting the children using Team Teach physical intervention techniques.

“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 – Team Teach Director)

Levels of behaviours

Behaviours that may be observed at Heltwate School have been divided into 3 categories with level 1 being minor behaviours, level 2 more severe challenges and level 3. The table below provides some examples of the different levels of behaviours that may be observed. Please remember that this is not an exhaustive list and that there will obviously be ‘grey’ areas where a behaviour cannot be clearly defined at a particular level. Staff select ‘type of behaviour’ when completing a behaviour log on IRIS.

For example:

Level 1	Level 2	Level 3
Being oppositional	Refusal to work / accept help from staff	Continuous violent behaviour
Being rude	Destruction of their own or others’ work	Repeated incidents of bullying or intimidation.
Unsafe movement around the classroom or school	Spitting	Disability abuse or harassment
Minor bad language	Minor vandalism	Damage
Name calling / verbal bullying	Continuously targeting an individual	Stealing
Work avoidance	Refusal to follow instructions	Demanding money
Leaving the classroom	Abusive and threatening behaviour	Sexual intimidation
	Meltdown	Physical assault against an adult
	Bad Language	Physical assault against a pupil
	Self injury	Cyber bullying
	Persistent level 1 behaviour	Exposing self

		Homophobic, biphobic or transphobic abuse or harassment
		Racial/ religious abuse or harassment

Level 1 : Low level behaviour that can be effectively managed by teachers and support staff

Level 2 : More serious behaviour that may not be so easily managed may need the implementation of an Individual Behaviour Support Plan and/or advice from Senior Staff or the designated person in charge of behaviour or specific advice for pupils with ASC from the Deputy Head Teacher.

Level 3: Very serious misbehaviour that is not easily managed will be referred to SLT/ Behaviour Lead. Frequent level 3 behaviour will result in an Individual Pupil Risk Assessment being created for that child. This complements and supports the Individual Behaviour Support Plan and is devised by the Class Teacher. Physical assault against an adult or a pupil is classed at a Level 3 behaviour, regardless of the child’s age or size. These are behaviours that staff should work with the child to reduce as the physical and emotional impact of assault against others will be greater as the child gets older.

In the interests of health and safety it may be necessary for a small number of pupils to wear wrist straps or handling belts to enable them to take part in activities both on and off site. We respect parental wishes regarding this, as it is considered a form of restraint. The use of pushchairs, wrist straps, handling belts and reigns requires parental consent. Should a parent decline or oppose the use of a wrist strap or similar, the school will undertake a further health and safety risk assessment to decide whether a child can take part in offsite activities.

All Individual Behaviour Support Plans must be shared with and signed by a Parent/ Carer before being implemented. If any major changes have been made to the plan, then Parents/ Carers must be informed and would need to sign again in order to implement the IBSP. Parents/ carers should be involved with the development of the Individual Behaviour Support Plan.

3.0 Understanding the behaviour of Pupils with an Autistic Spectrum Condition

A significant number of our pupils have an ASC diagnosis and therefore, due to the very specific needs of young people with autism the following guidance needs to be adhered to “Guidance for pupils with Autism Spectrum Conditions”. For students with ASC and associated pervasive developmental disorders it is important to allow sufficient time for thinking and responding; failure to do so can result in a sense of failure and extreme frustration. It is also necessary to structure and ‘break up’ a lesson (e.g. insert a relaxation/choice activity) in order to provide the extrinsic motivation that students with ASC require. Students with ASC have low intrinsic motivation and rely heavily on extrinsic motivation and rewards to help them complete their work.

Some students may respond well to receiving merits e.g House or Class Dojo points, however for many, more immediate or ‘tangible’ rewards are appropriate. It is important to ensure that students know exactly how much work is expected of them: this may be in terms of quantity (in trays or itemised) or a stimulated duration of time, measured by a timer or denoted on the clock.

In situations where members of staff need to intervene to manage the behaviour of a pupil with Autism Spectrum Conditions, the principles outlined in the Team Teach approach should be adhered to. In addition, the staff should bear in mind the following:

1. Communication It is most likely that the behaviour is not confrontational but occurs as a result of not understanding the situation. Be aware that we may be inadvertently threatening the pupil's structure / security.

- Use a calm voice and use minimal language when dealing with the situation; allow time for the language to be processed and understood before repeating instructions.
- Use the same key words in each repetition and always redirect to an appropriate activity area.
- Ask yourself the following: Was my communication clear (to the student)? Was my communication at a level and using means that a student could understand? Did I have the student's attention? Did I allow enough time to process the communication? Is the student able to communicate to me what they want/need?

2. Flexibility of Thought and imagination

In order to feel sufficiently calm to learn, students with an ASC need a sense of safety and predictability, order and routine. Staff should ask themselves the following:

- Has the environment changed without sufficient warning or preparation?
- Have too many new factors been introduced at once?
- Has an established ritual been interrupted unintentionally?
- Has a school routine been changed or dropped too early?

3. Social Understanding

Recognising their own feelings and motives of others as well as having an innate ability to empathise with others will be a challenge for our ASD students. Staff should ask themselves the following:

- Did I expect the student to infer what was required of them?
- Did I expect the student to show empathy at a level beyond their ability?
- Did I expect the student to act on social rules that had not yet been taught?
- Did I expect the student to read facial expressions/body language without additional support?

4. The role of the Teacher

4.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. However, we acknowledge that ALL adults within the school are responsible for the management of pupil behaviour and the consistent implementation of this policy.

4.2 All adults in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

4.3 All adults are expected to treat each child fairly and enforce the classroom code consistently. The teacher treats all children in their class with respect and understanding.

4.4 If a child displays worrying or regular challenging behaviours repeatedly, the class teacher keeps a record of all such incidents on IRIS. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from SLT or the designated person in charge of behaviour.

4.5 The SLT member or class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may in agreement with the SLT manager discuss the needs of a child with the social worker or external support services employed by the school.

4.6 The class teacher reports to parents about the progress of each child in their class, in line with school policy. The teacher or Pastoral-manager may also contact a parent if there are concerns about the behaviour or welfare of a child. The school records both behaviour concerns and welfare concerns about individual children.

4.7 It is the responsibility of the class teacher to create, monitor, revise, amend and share Individual Behaviour Support Plans and Risk Assessments where appropriate.

5. The role of the Head Teacher

5.1 It is the responsibility of the Head Teacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

5.2 The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour

5.3 The Head Teacher ensures records of all reported serious incidents related to behaviour are kept.

5.4 The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of challenging behaviour. For repeated or very serious acts of anti-social behaviour, or serious high levels of behaviour which have significant health and safety risks, which cannot be reduced, the Head Teacher may permanently exclude a child. The Head Teacher will follow the procedures relating to exclusion as set out in the most recent DfE guidance on exclusion.

6. The role of parents and carers

6.1 The school works collaboratively with parents to ensure that children receive consistent messages about how to behave at home and at school and expect parents to sign and return the Home/School agreement.

6.2 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

6.3 If the school has to use reasonable sanctions as consequences of a child's behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the school to discuss the matter with the Deputy or Assistant Headteachers. They will then investigate and report back to the parent. If the concern remains, they should contact the Headteacher to discuss the matter. If these discussions cannot resolve the problem, the parents have a right to invoke a formal complaint. This procedure is laid down in a separate complaints document.

7. The role of governors

7.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

7.2 The Head Teacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

7.3 The Governors receive anonymized monitoring reports from either the Head Teacher or SLT reports, as part of their monitoring role each full governors meeting.

8. Fixed-term and permanent exclusions

8.1 Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this, as laid down in the DfE guidance. The school follows the most recent guidance from the DfE and will provide information within the expected timescales.

8.2 If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

8.3 The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

8.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

8.5 The governing body has a disciplinary committee, which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

8.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

8.7 If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

9.0 Allegations against members of staff

9.1 All allegations against a member of staff will be fully and thoroughly investigated in accordance with "The Dealing with Allegations of Abuse Guidance". The school encourages staff to access specialist external support via unions and/or counselling, via their GPs, who may be adversely affected because of a significant behaviour incident or allegation. Incidents of malicious accusations by pupils against members of staff will be heard by the Head Teacher in the first instance and may be referred to the governor's behaviour and disciplinary committee who will investigate the incident further and decide on appropriate disciplinary actions to be taken having regard to the circumstances and the needs of the pupil.

10 Monitoring

10.1 The Head Teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

10.2 The school keeps all incidents records on IRIS. Both playtime, classroom and offsite incidents are recorded here.

10.3 The Head Teacher keeps a record of any pupil who is excluded for a fixed-term period, or who is permanently excluded.

10.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

11. Review of Policy and Guidance

11.1 The governing body reviews this policy annually in line with DfE guidance. The governors, however, may review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1

Seclusion, timeout and withdrawal

Seclusion: where an adult or child is forced to spend time alone against their will in a locked room or a room which they cannot leave. (Requires statutory power other than in an emergency)

Time out: this involves restricting the child's access to positive reinforcements as part of the behavioural programme in a room or area which they may freely leave. It is a specific behaviour management technique and does not necessarily literally mean time spent out of the class / group, but rather refers to a withdrawal of attention and / or things they find rewarding (it could be as simple as turning away for a child who is attention seeking or positioning a child away for the class / group). This withdrawal of attention could also be achieved by sending a pupil to another class / group or quiet area.

Withdrawal: which involves removing the person from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a child from the class / group to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and pupils (either on their own or in another class / group) to break the cycle / pattern of their behaviour or to reduce their level of anxiety / distress. This "quiet" time could be time in the playground, a quiet room, the Safe Space, or sitting in an office supervised by the Head or Deputy. Where a pupil uses the Safe Space and the door is closed then this must be recorded on a Withdrawal Support form and the pupil's behaviour / response documented every 5 minutes until the door is opened or a member of staff enters the Safe Space. This record must be passed to the Headteacher as soon as possible and at least by the end of the day.

This temporary restriction to the Safe Space area will be continually monitored by a member of staff. It is a risk assessed, personalised and structured (reported, recorded and reviewed) strategy, an action documented as in the child's best interests, with the aim of preventing the risk of harm. This would include the risk of physical or psychological harm and the risk of harm to a safe environment.

Appendix 2

Individual Behaviour Support Plan Template

Name:		DOB:		Date:	
IBSP No:	1.1	Review Date:			
Description of target behaviour		Triggers for Behaviour		Function or Purpose of Behaviour (why do we think the behaviours happens?)	
Proactive strategies (strategies we put in place to prevent the behaviour from occurring)	Active strategies (what to do when the behaviour starts)	Reactive strategies (how to deal with the behaviour, including physical interventions)	Relapse prevention (how to prevent the behaviour from happening again)		

Parent/ Carer signature: _____

Staff representative signature: _____

Appendix 3

Individual Pupil Risk Assessment Template

Heltwate School – Individual Risk Assessment Form

V1.1	Name of child – Description of Behaviour:	Assessed by	
		Approved by	
		Date	
		Revision Date	

Identified hazard	Control Measures	Severity of injury 1-5 (c)	Likelihood of injury 1-5 (d)	New Risk Level (c)x(d)

RISK ASSESSMENT MATRIX

RISK						
Severity	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
		Likelihood				

SEVERITY	
5	Multiple fatality
4	Fatality
3	Major injury
2	Minor injury
1	Negligible impact

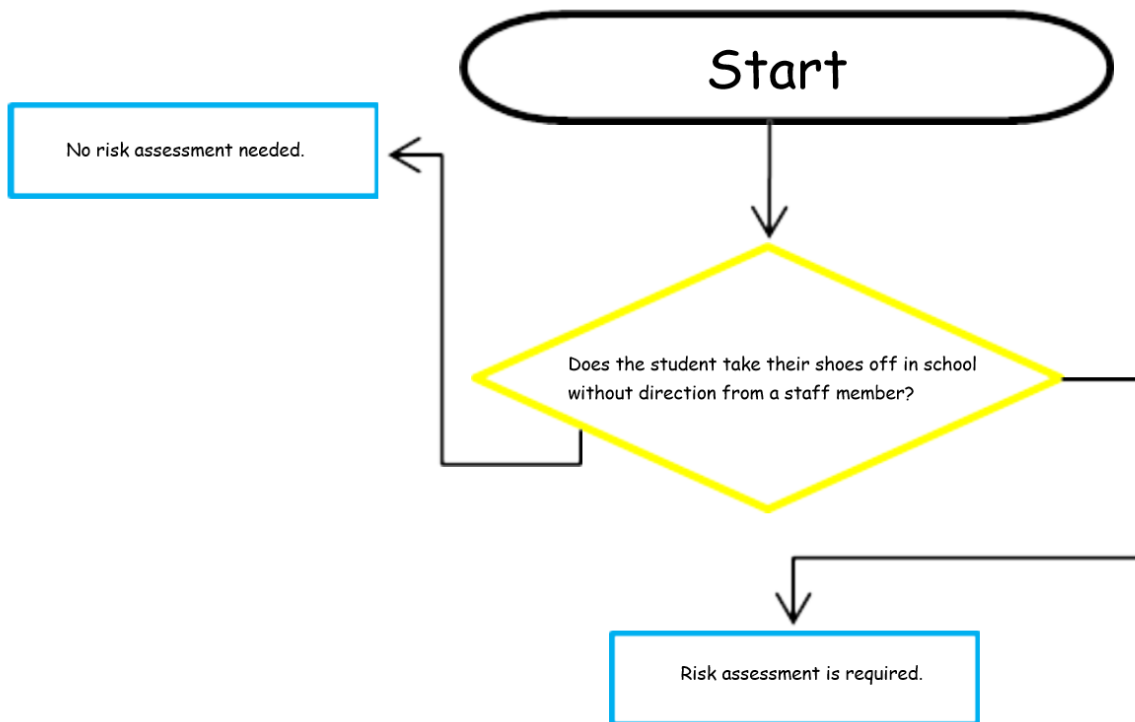
LIKELIHOOD	
5	Almost Certain
4	Probable
3	Possible
2	Remote
1	Improbable

The aim is to reduce the risk by prevention or control measures so far as is reasonably practicable.

Explanatory Note:

<p>Risk</p> <p>16-25 Very high (Do not proceed without authorisation from the Directorate)</p> <p>12-15 High</p> <p>6-10 Medium</p> <p>1-5 Low</p>	<p>Severity</p> <p>5- Multi fatality Self explanatory</p> <p>4- Fatality Self explanatory</p> <p>3- Major injury Reportable incident under RIDDOR such as fracture of bones, dislocation, amputation, occupational diseases (e.g. asthma, dermatitis), loss of sight.</p> <p>2- Minor injury First aid administered. This would include minor, cuts, bruising, abrasions and strains or sprains of ligaments, tendons, muscles</p> <p>1- Negligible impact Self explanatory</p>	<p>Likelihood</p> <p>Almost certain Self explanatory</p> <p>Probable More likely than not to occur</p> <p>Possible Has the potential to occur</p> <p>Remote Unlikely to occur</p> <p>Improbable Occurrence is extremely unlikely</p>
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Appendix 4



Some individuals require their own personal risk assessment. These take into account how the general risks interact with the personal characteristics and behaviours of the individual. When the hazard relates to the behaviour of an individual, an individual risk assessment is required. This includes students who take their shoes off as there is a risk to injury. If you have a known child in your class who takes their shoes off then a formal risk assessment needs to be carried out. The risk assessment relating to the student taking off their shoes does not have to be complicated or elaborate.

The first step is to identify the **Hazard** - What could go wrong?

The second step is the **Action** - What can you do to prevent it?

Information taken from 'Risk Assessment & Behaviour Management' – Bernard Allen
(<http://www.bernardallen.info/>)

There is a tool kit below with suggestions that staff can use when creating the risk assessment. One model does not fit all, it needs to be specific to the individual needs of the student. There cannot be a blanket rule across the board as each child is different. You wouldn't set the expectation that all students must wear glasses because one child needs them. Our ultimate goal as professionals is to support our students to become as independent as possible and to equip them with the skills that they need in order to achieve their potential. If a child is taking off their shoes outdoors then we should be looking at this when it comes to Annual EHCP reviews and writing their ILPs. It would not be socially acceptable nor safe for the students to be walking around in public bare footed. This is an undesired behaviour that needs careful attention to turn around.

The risks and actions need to be assessed on an individual basis. A formal risk assessment is to be created, however, a dynamic risk assessment should also be carried out in each event. Always think about history/ past situations and what would happen if you did or did not take action. For example, if Child X was walking down the corridor with no shoes on and the ground was deemed safe, the child would be at more of a risk of injury if staff were to physically intervene by either moving him/ her back into the classroom or causing him/ her more distress if staff attempted to put shoes on. It would be unnecessary. However, if the child was about to walk down the corridor bare footed and there was glass on the floor at the other end

from an earlier incident, then action would need to be taken whether that be by verbal instruction, obstructing access to that danger zone or physically intervening to move the child to a safer area. It would be necessary at this point to take action because the risk of injury if action was not taken would be greater than if no action was taken at all. Staff must take into consideration the child's age, medical issues, cognitive ability, disability etc. when devising a risk assessment. The risk assessment and IBSP would go hand in hand.

Potential Actions

Sensory input - including sensory circuits(bare footed), offering deep massage perhaps with a roller or spiky ball or just squeeze with hands, offering tuff trays on the floor so they can gain tactile input to their feet as well as hands, applying vibration (snake) etc.

Staff to complete an OT referral form for assessment

External doors to remain locked/ fobbed to limit/ restrict access outdoors

Use of Sensory Story

Use of reward chart and praise

Expectation that student must be wearing shoes before they go outside. Student not to go outside unless wearing appropriate footwear

Restrict access - student to not go out on outdoor school trips, on the playground, the allotment etc. Identify areas the student can have access to

If student takes their shoes off outside, staff to encourage them to put their shoes back on. Offer reward/ motivation, use of symbols etc. The outside area to be scanned by staff member to ensure no broken equipment, glass or other dangerous hazards are visible. Staff to supervise

Keeping shoes on to form part of their ILP

Staff supporting to be familiar with the child's IBSP, knowing potential triggers and motivators

Share risk assessment and IBSP with all staff supporting the individual

Staff supporting child to be Team Teach trained

If risk to injury becomes significant due to environment, student to be escorted to safer ground. This needs to be reasonable, proportionate and necessary.

Class trips to be individually risk assessed

Different footwear to be kept in school and trialled e.g. X, Y, Z

Other

It is important to include parents/ carers in the process. Parents should be part of putting together (and signing) the IBSP and risk assessment. If a child is not encouraged to wear their shoes at home, (either indoors and/ or outdoors) then, as a staff team, we will struggle to change this behaviour in school.